



ANNUAL REPORT

CARNEGIE
CORPORATION
OF NEW YORK

1962



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ANNUAL REPORT

FOR THE FISCAL YEAR ENDED

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1962

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RENEWAL
IN SOCIETIES
AND MEN

FROM THE PRESIDENT'S OFFICE

Renewal in Societies and Men

Education looks to the future, and is inevitably an attempt to shape the future. Today the road ahead is clouded by the danger of nuclear war, and the enormity of the threat blocks our vision. We have the difficult task of facing the threat and at the same time looking beyond it. If we fail to look beyond it, if the long-term future loses all reality for us, then educational strategies degenerate into spasmodic responses to the alarms of the moment—as they have today.

If we free ourselves for a moment from preoccupation with the nuclear problem, we encounter another specter that haunts the modern mind. A generation of critics has dismantled the idea of Progress, and every few years the archaeologists unearth another ancient civilization that flourished for a time and then died. The modern mind, acutely conscious of the sweep of history and chronically apprehensive, is quick to ask, “Is it our turn now?”

Rather than debate that overworked topic, I am going to ask another kind of question: Suppose one tried to imagine a society that would be relatively immune to decay—an ever-renewing society. What would it be like? What would be the ingredients that provided the immunity?

The skeptic may ask whether any society should last forever, even ours. It is not a crucial question. If longevity were the only virtue of the continuously renewing society, the whole exercise might turn out to be numbingly dull. But a society that has learned the secret of continuous renewal will be a more interesting and a more vital society—not in some distant future but in the present. Since continuous renewal depends on conditions that permit the growth and fulfillment of individuals, it will also be a society fit for free men.

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To accomplish renewal, we need to understand what prevents it.

When we talk about revitalizing a society, we tend to put exclusive emphasis on finding new ideas. But there is usually no shortage of new ideas; the problem is to get a hearing for them. And that means breaking through the crusty rigidity and stubborn complacency of the *status quo*. The aging society develops elaborate defenses against new ideas—"mind-forged manacles," in William Blake's vivid phrase.

The development of resistance to new ideas is a familiar process in the individual. The infant is a model of openness to new experience—receptive, curious, eager, unafraid, willing to try anything. As the years pass these priceless qualities fade. He becomes more cautious, less eager, and accumulates deeply rooted habits and fixed attitudes.

The same process may be observed in organizations. The young organization is willing to experiment with a variety of ways to solve its problems. It is not bowed by the weight of tradition. It rushes in where angels fear to tread. As it matures it develops settled policies and habitual modes of solving problems. In doing so it becomes more efficient, but also less flexible, less willing to look freshly at each day's experience. Its increasingly fixed routines and practices are congealed in an elaborate body of written rules. In the final stage of organizational senility there is a rule or precedent for everything. Someone has said that the last act of a dying organization is to get out a new and enlarged edition of the rule book.

And written rules are the least of the problem. In mature societies and organizations there grows a choking underbrush of customs and precedents. There comes to be an accepted way to do everything. Eccentric experimentation and radical departures from past practice are ruled out. The more pervasive this conventionality, the less likely is the innovator to flourish. The inventor of the Bessemer process for steel-making, Sir Henry Bessemer, wrote:

"I had an immense advantage over many others dealing with the problem inasmuch as I had no fixed ideas derived from long-established practice to control and bias my mind, and did not suffer from the general belief that whatever is, is right."

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As a society becomes more concerned with precedent and custom, it comes to care more about *how* things are done and less about *whether* they are done. The man who wins acclaim is not the one who “gets things done” but the one who has an ingrained knowledge of the rules and accepted practices. Whether he accomplishes anything is less important than whether he conducts himself in an “appropriate” manner. Thus do men become the prisoners of their procedures.

The body of custom, convention, and “reputable” standards exercises such an oppressive effect on creative minds that new developments in a field often originate outside the area of respectable practice. The break with traditional art was not fostered within the Academy. Jazz did not spring from the bosom of the respectable music world. The land-grant colleges, possibly the most impressive innovation in the history of American higher education, did not spring from the inner circle of higher education as it then existed. Motels, the most significant development of this generation in innkeeping, were at first regarded with scorn by reputable hotel people.

Vested interests constitute another problem for the aging society. The phrase “vested interests” has been associated with individuals or organizations of wealth and power, but the vested interests of workers may be as strong as those of the top executives. In any society many established ways of doing things are held in place, not by logic nor even by habit, but by the enormous restraining force of vested interests. In an organization certain things remain unchanged for the simple reason that changing them would jeopardize the rights, privileges, and advantages of specific individuals—perhaps the president, perhaps the maintenance men.

The more democratic an organization—or a society—the more clearly it will reflect the interests of its members. So a democratic group may be particularly susceptible to the rigidifying force of vested interest.

Still another reason for the loss of vitality and momentum in a society is a lowered level of motivation. It is not always easy to say why motivation deteriorates. Perhaps people stop believing in the

things they once believed in—the things that gave meaning to their efforts. Perhaps they grow soft from easy living. Perhaps they fall into the decadent habit of imagining that intense effort is somehow unsophisticated, that dedication is naive, that ambition is a bit crude. Or perhaps a rule-ridden society has bottled up their energy, or channeled it into all the tiny rivulets of conformity.

One may argue, as Toynbee does, that a society needs challenge. It is true. But societies differ notably in their capacity to see the challenge that exists. No society has ever so mastered the environment and itself that no challenge remained; but a good many have gone to sleep because they failed to understand the challenge that was undeniably there.

Whatever the reason for loss of motivation, the consequences are apt to be devastating. Nothing—neither wealth nor technology, neither talent nor wisdom—will save a society in which motivation continues to deteriorate.

So much for the factors that contribute to loss of vitality in a society. What can be done about them?

Many of the qualities crucial to a society's continued vitality are qualities of youth: vigor, flexibility, enthusiasm, readiness to learn. This could lead us to imagine that the critical question is how to stay young. But youth implies immaturity. And though everyone wants to be young, no one wants to be immature.

Every society must mature, but much depends on how this process takes place. A society whose maturing consists simply of acquiring more firmly established ways of doing things is headed for the graveyard—even if it learns to do those things with greater and greater skill. *In the ever-renewing society what matures is a system or framework within which continuous innovation, renewal, and rebirth can occur.*

Concern with decay and renewal in societies must give due emphasis to both continuity and change. Peter Drucker has wisely said that in a world buffeted by change the only way to conserve is by innovating. We can turn the saying around and assert that innovation would be impossible without certain kinds of conserving. The scientist in his

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laboratory may seem to be the personification of innovation and change, yet he functions effectively because of certain deeply established continuities in his life. As a scientist he is living out a tradition several centuries old in its modern incarnation, thousands of years old in its deeper roots. Every move that he makes reflects skills, attitudes, and habits of mind that were years in the making. He is part of an enduring tradition and a firmly established intellectual system; but it is *a tradition and a system designed to accomplish its own continuous renewal*.

The free society is not the only kind that can accomplish change. Far from it. A totalitarian regime coming to power on the heels of a revolution may be well fitted to accomplish one great burst of change. But in the long run its spurt of energy is not only in danger of dying out but of being replaced by deadly rigidity. Compared to the free society, it is not well fitted for continuous renewal, generation after generation.

One crucial respect in which the ever-renewing society parts company with all totalitarianism is that it is pluralistic. There is a willingness to entertain diverse views. There are many sources of initiative rather than one. Power is widely dispersed rather than tightly held. There are multiple channels through which the individual may gain information and express his views.

It would be hard to overemphasize the importance of pluralism in helping a society to escape the cycle of growth and decay. The ever-renewing society is not convinced that it enjoys eternal youth. It knows that it is forever growing old and must do something about it. It knows that it is always producing deadwood and must, for that reason, look to its seed beds. If a society is dominated by one official point of view, the tentative beginnings of a new point of view may be a matter of devastating strain and conflict. In a pluralistic society, where there are already various points of view, the emergence of another is hardly noticed. In an open society, freedom of communication ensures that the new ideas will be brought into confrontation with the old.

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Perhaps the most important characteristic of an ever-renewing system is that it has built-in provisions for vigorous criticism. It protects the dissenter and the nonconformist. It knows that from the ranks of the critics come not only cranks and troublemakers but saviors and innovators. And since the spirit that welcomes nonconformity is a fragile thing, the ever-renewing society does not depend on that spirit alone. It devises explicit legal and constitutional arrangements to protect the critic.

And that brings us to another requirement for the continuously renewing society. It must have some capacity to resolve conflicts, both internal and external. Without such capacity, it either will be destroyed or will dissipate its energies in the maintenance of fiercely entrenched feuds. The peace that it seeks is not a state of passivity and uneventfulness. It knows that without the ebb and flow of conflict and tension progress will not be made in eradicating old evils or opening new frontiers; but it is committed to the orderly "management of tensions." Thus in its internal affairs it deliberately makes possible certain kinds of conflict, e.g., by protecting dissenters and assuring them a hearing; but it creates a framework of rules which will assure that the conflict is resolved in an orderly fashion. It devises institutional arrangements that provide a harmless outlet for minor tensions and resolve some of the worst tensions before they reach the point of explosion.

In the last analysis, no society will be capable of continuous renewal unless it produces the kind of men who can further that process. It will need innovative men and men with the capacity for self-renewal.

Faced as we are with problems that put a constant strain on our adaptive powers, it is hardly surprising that the word *creativity* has achieved a dizzying popularity. It is more than a word today, it is an incantation. It is a kind of psychic wonder drug, powerful and presumably painless; and everyone wants a prescription. But the fact that the word has become a slogan should not make us antagonistic to the thing itself. What is implied in the word *creativity*, rightly conceived, is something that the continuously renewing society needs very much.

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Only a handful of men and women in any population will achieve the highest levels of creativity and innovation. But a good many can be moderately creative, and even more can show some spark of creativity at some time in their lives. The number of men and women who exhibit some measure of creativity, and the extent to which they exhibit it, may depend very much on the climate in which they find themselves.

From all that we know of the creative individual—and we now know a good deal—he thrives on freedom. Recent research shows that he is not the capricious and disorderly spirit some romantics have imagined him to be. He may be quite conventional with respect to all the trivial customs and niceties of life. But in the area of his creative work he must be free to believe or doubt, agree or disagree. He must be free to ask the unsettling questions, and free to come up with disturbing answers.

When Alexander the Great visited Diogenes and asked whether he could do anything for the famed teacher, Diogenes replied, “Only stand out of my light.” Perhaps some day we shall know how to heighten creativity. Until then, one of the best things we can do for creative men and women is to stand out of their light.

No one knows why some individuals seem capable of self-renewal while others do not. The people interested in adult education have struggled heroically to increase the *opportunities* for self-development, and they have succeeded remarkably. Now they had better turn to the thing that is really blocking self-development—the individual’s own intricately designed, self-constructed prison; or to put it another way, the individual’s incapacity for self-renewal.

It is not unusual to find that the major changes in life—marriage, a move to a new city, a new job, or a national emergency—reveal to us quite suddenly how much we had been imprisoned by the comfortable web we had woven around ourselves. Unlike the jailbird, we don’t know that we have been imprisoned until after we have broken out. It was a common experience during World War II that men and women who had been forced to break the pattern of their lives often

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discovered within themselves resources and abilities they had not known to exist. How ironic that it should take war and disaster to bring about self-renewal on a large scale.

When we have learned to accomplish such self-renewal without wars and other disasters, we shall have discovered one of the most important secrets a society can learn, a secret that will unlock new resources of vitality throughout the society. And we shall have done something to avert the hardening of the arteries that attacks so many societies. Men who have lost their adaptiveness naturally resist change. The most stubborn protector of his own vested interest is the man who has lost the capacity for self-renewal.

What are the characteristics of the self-renewing man, and what might we do to foster those characteristics? Though we are far from understanding these matters, we have a few pieces of the puzzle.

1. *The self-renewing man is versatile and adaptive.* He is not trapped in the techniques, procedures, or routines of the moment. He is not the victim of fixed habits and attitudes. He is not imprisoned by extreme specialization. This last point is so important (and so easily misunderstood) that we must deal with it cautiously. Specialization is a universal feature of biological functioning, dramatically observable in insect societies and in the structure and functioning of the cells that make up a living organism. In humans, it is not peculiar to the modern age. Division of labor is older than recorded history. So specialization as such is no cause for alarm. But specialization today has extended far beyond anything we knew in the past, and this presents two difficulties. First, there are tasks that cannot be performed by men and women who have lost the capacity to function as generalists—tasks of leadership and management, certain kinds of innovation, communication, teaching, and many of the responsibilities of child rearing and citizenship. Second, the highly specialized person often loses the adaptability so essential today. He may not be able to reorient himself when technological change makes his specialty obsolete.

In a rapidly changing world versatility is a priceless asset, and the self-renewing man has not lost that vitally important attribute. He

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may be a specialist but he has also retained the capacity to function as a generalist. Within limits he has even retained the capacity to change specialties.

We are beginning to understand how to educate for versatility and renewal, but we must deepen that understanding. If we indoctrinate the young person in an elaborate set of fixed beliefs, we are ensuring his early obsolescence. The alternative is to develop skills, attitudes, habits of mind, and the kinds of knowledge and understanding that will be the instruments of continuous change and growth on the part of the young person. Then we shall have fashioned *a system that provides for its own continuous renewal*.

This suggests a standard for judging the effectiveness of all education—and so judged, much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants. We are stuffing their heads with the products of earlier innovation rather than teaching them how to innovate. We think of the mind as a storehouse to be filled rather than as an instrument to be used.

2. *The self-renewing man is highly motivated and respects the sources of his own energy and motivation.* He knows how important it is to believe in what he is doing. He knows how important it is to pursue the things about which he has deep conviction. Enthusiasm for the task to be accomplished lifts him out of the ruts of habit and customary procedure. Drive and conviction give him the courage to risk failure. (One of the reasons mature people stop learning is that they become less and less willing to risk failure.) And not only does he respond to challenge, but he also sees challenge where others fail to see it.

But the society does not always find these attributes easy to live with. Drive and conviction can be nuisances. The enthusiast annoys people by pushing ideas a little too hard. He makes mistakes because he is too eager. He lacks the cool, detached urbanity that some people consider essential to the ideal organization man. But the ever-renewing society sees high motivation as a precious asset and allows wide latitude to the enthusiast. It does more than that—much more. It

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puts a strong emphasis on standards, on excellence, on high performance. It fosters a climate in which dedication, enthusiasm, and drive are not only welcomed but expected. It does not accept the “sophisticated” view that zeal is somehow unworthy of cultivated people.

3. *For the self-renewing man the development of his own potentialities and the process of self-discovery never end.* It is a sad but unarguable fact that most human beings go through life only partially aware of the full range of their abilities. In our own society we could do much more than we now do to encourage self-development. We could, for example, drop the increasingly silly fiction that education is for youngsters, and devise many more arrangements for lifelong learning. An even more important task is to remove the obstacles to individual fulfillment. This means doing away with the gross inequalities of opportunity imposed on some of our citizens by race prejudice and economic hardship. It means a continuous and effective operation of “talent salvage” to assist young people to achieve the promise that is in them.

But the development of one’s talent is only part, perhaps the easiest part, of self-development. Another part is self-knowledge. The maxim “Know thyself”—so ancient, so deceptively simple, so difficult to follow—has gained in richness of meaning as we learn more about man’s nature. Modern research in psychology and psychiatry has shown the extent to which mental health is bound up in a reasonably objective view of the self, in accessibility of the self to consciousness, and in acceptance of the self. And we have learned how crucial is the young person’s search for identity.

As Josh Billings said, “It is not only the most difficult thing to know one’s self but the most inconvenient.” It is a lifelong process, and formal education is only a part of the process—but an important part. Some people today seem to imagine that the chief function of education is to provide the student with a bag of tricks. The chief complaint of such people is that the schools are not teaching the tricks well enough—or are teaching mossy nineteenth-century tricks when they should be teaching slick twentieth-century tricks. As a

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beacon to guide one away from such shallows, consider the comment of Learned Hand in his discussion of liberty: "By enlightenment men gain insight into their own being, and that is what frees them."

That brings us again to the recognition that the ever-renewing society will be a free society. It will understand that the only stability possible today is stability in motion. It will foster a climate in which the seedlings of new ideas can survive and the deadwood of obsolete ideas be hacked out. Above all, it will recognize that its capacity for renewal depends on the individuals who make it up. It will foster innovative, versatile, and self-renewing men and women and give them room to breathe. Having room to breathe, they will contribute, as only they can, to the continued vitality of the society.



PRESIDENT

THE YEAR IN REVIEW

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Better Use of Human Resources

Is there enough talent to go around?

If one is speaking of educated talent, the answer today is clearly "No." But if one is speaking of talent that *might* be educated—the raw material of human resources—the answer is, at least tentatively, "Yes." There are substantial reservoirs of talent in the population that have never been developed, and they will not be developed without special attention and help.

From its earliest days the Corporation has been concerned with the fulfillment of the individual and the development of his potentialities. This has led it into a concern for those segments of the population that may not be adequately served by our educational system as it now functions, for those whose economic circumstances do not permit them to get the formal schooling that they need, and for those who are socially disadvantaged. And it has led the Corporation to support a variety of attacks on the problem, such as the grants made this year to the National Urban League and to Brown University.

The Motivation of Talented Youth

The problem is not just that depressed areas offer less in the way of opportunity. They stifle the educational aspirations of all, even bright youngsters. When scholarships are offered, for example, youngsters from culturally deprived backgrounds rarely take them. This problem is most severe among Negro youth, a reservoir of talent that the United States is wasting on a shocking scale.

The National Urban League, which has worked for 52 years to help the Negro secure equal opportunities in education, employment, and other areas, received a five-year grant to strengthen its program for youth. It will use the funds to employ personnel and guidance



workers and to develop its publications. The objective of the program is to encourage young Negroes to stay in school preparing for jobs that require a high school diploma and more, and to help place trained young people in jobs consonant with their abilities.

Brown University, aided by Carnegie funds, has invited the other colleges and universities in Rhode Island to join with it in helping the state's junior high schools, especially those in economically and socially depressed areas, to identify talented students. They hope to spot a good many such students who are not now looking towards a college education but should be. University representatives are meeting with the junior high schools' guidance counselors, principals, parents, and students to encourage the students' preparation for college and to tell them of college opportunities, including financial assistance, open to them.

The Education of Women

If this nation is to make full use of its resources of talent, it cannot neglect its women, who not only represent more than 50 per cent of its population, but who today provide more than one-third of the total labor force. Even those women who are out of the labor market during the years that they are bearing and raising children often return to work when the children are in school. Many women whose education has been interrupted by marriage want to resume their schooling, or want to acquire skills for specific vocations.

The overwhelming majority of present programs of higher education were designed for students who had no other obligations and could adjust their lives quite readily to the requirements of the college schedule. Such programs present almost insuperable difficulties to the woman who wishes to resume her studies and at the same time meet

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her family obligations. Furthermore, the courses designed to meet the intellectual needs of twenty-year-olds seldom meet the needs of the woman in her 30's or older whose interests have developed—and probably changed—since she left school. For these reasons, new courses, new programs, and new educational arrangements are necessary if we wish to encourage such women to continue their education.

In recent years the Corporation has made several grants for such purposes, and during the current year it provided support for two new programs. Sarah Lawrence College has established a Center to meet the educational needs of women in the surrounding Westchester County area. The Center, which is under the direction of Mrs. Esther Raushenbush, offers educational and vocational counseling and, when possible and desirable, offers a suitable educational program to those who wish to complete their education at Sarah Lawrence.

The Seven Colleges Vocational Workshops, based at Barnard and sponsored by Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, Wellesley, and Barnard, is open to women graduates of any accredited college or university. It offers vocational guidance to educated women who want to enter or re-enter the working world after years devoted to home and children. The Workshops' staff gives a course which deals with the social, psychological, and economic factors to be considered by mature women returning to work. It informs such women of the types of job opportunities that are open to them and advises them on the training they require. Although the emphasis is on salaried jobs, the women are also advised of challenging opportunities with voluntary agencies.

Continued Learning

The educational world has never gathered adequate data on its own operations, but where formal schooling is involved we have at least moderately good statistical information. When we turn to education outside the formal system, we encounter very little reliable data of any kind, and wildly inconsistent estimates of the numbers of students. This year the Corporation made a grant to the National Opinion Research Center (N.O.R.C.) for a study which may provide some of the basic data we so badly need. Using a national sample, the N.O.R.C. will examine the extent of participation in various kinds of

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educational activities by different types of individuals. It will also explore the reasons why people do or do not continue their education after they have completed their formal schooling.

With the increasing proportion of college graduates, there has come an increasing demand for post-graduate courses designed specifically for adults. In a few fields, such as engineering and business administration, such courses are available. But for the college graduate who is interested in the humanities and social sciences and does not want to specialize, they are rare. Johns Hopkins University, with the aid of a three-year Carnegie grant, has initiated a new, non-specialized master's degree program open to college graduates regardless of their undergraduate majors. Dealing with the history of ideas, the course leads to the Master of Liberal Arts degree. Outstanding professors from the regular university faculty have helped shape the new pro-



gram and will themselves offer year-long seminars in the humanities, social sciences, and natural sciences.

To enable representatives of Negro colleges and universities to consider the role of their institutions, especially in the education of adults, in the changing social, economic, and political environment of the South, a small Carnegie grant provided fellowships for them to attend the Institute of Negro College Educators, held at Fisk University in June, 1962. Although few of the schools have been particularly active in adult education to date, the participants reported before they left the Institute that they were making plans for developing and enlarging their programs.

The education of adults, as well as of youth, is perhaps more important in the emerging nations than anywhere else. During the year under review the Corporation's Commonwealth program has therefore made several grants for programs in Africa, which are discussed on page 47.

Improvement of Teaching

Throughout its history the Corporation has been concerned with the improvement of teaching. In the current year, it has pursued this interest in the fields of reading, mathematics, physics, and medicine.

The Teaching of Reading

Public furor over the teaching of reading has centered on the relative merits of various methods of teaching the subject. Actually, the chief difficulty rests with teachers so poorly trained that they do not have a firm grasp of *any* method, good or bad. This was the conclusion reached in *The Torch Lighters* (Cambridge, Mass.: Harvard University Press, 1961. 191 pp.), a report on how prospective elementary school teachers are taught to teach reading, prepared under a Corporation grant by Mary C. Austin at Harvard's Graduate School of Education.

During the current year, Mrs. Austin and her colleagues have made a more detailed examination of actual teaching practices in the schools. Their recommendations concerning the recruitment and education of elementary school teachers will be published by The Macmillan Company in late spring, 1963, in *The First R: Harvard Report on Elementary School Reading*. The study has been supported by the Corporation, which made a grant this year for its completion.

With Corporation support the Center for Programed Instruction, located in New York City, has been developing self-instructional materials designed to help children acquire reading skills. With such

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materials each child, no matter what his level of aptitude, can proceed by himself at his own rate of speed, and teachers are freed to give individual attention where it is needed.

Last year the Center, in cooperation with the New York City school system, demonstrated that seventh-grade students reading three or more years behind their grade level showed considerable improvement when they used self-teaching materials for even a short period of time. Another Carnegie grant this year will make it possible to try the materials in junior high schools in New York and other cities to see whether they are helpful to students of varying aptitudes for reading.

When it is said that young students are behind their grade level in reading ability, the statement is usually based on the results of tests administered to students in the classroom. With Carnegie assistance Charles R. Langmuir, a senior staff member of the Psychological Corporation, is studying the tests now in circulation and their actual classroom use in the first three grades. His goal is to assess the testing of reading today and to make specific recommendations for improvement.

The Corporation also made a small grant to the City College of the City University of New York to enable Jeanne Chall, associate professor of education, to prepare a critical summary of research on methods of teaching beginning reading. In addition to analyzing the literature in the field, she will visit schools and classrooms using different methods and will examine records of student achievement in the United States, Canada, and other countries.

The Teaching of Science and Mathematics

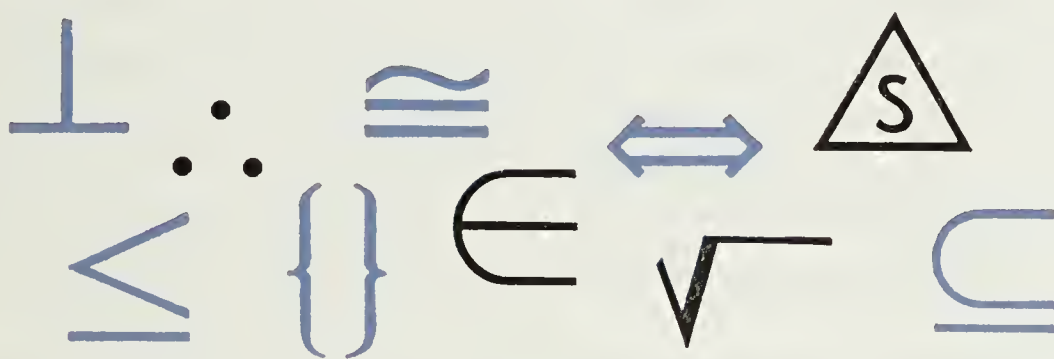
National efforts to improve science and mathematics teaching in the last few years have produced a variety of new approaches in several fields. One of the best of the new courses is that developed in physics by the Physical Sciences Study Committee (P.S.S.C.) at Massachusetts Institute of Technology. To experiment with another kind of high school course, one that relates physics to the other sciences and the liberal arts, Gerald Holton and Fletcher G. Watson, professors at Harvard University, and F. James Rutherford, a high school physics teacher in San Bruno, California, are working together

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under a Carnegie grant to Harvard. Their goal is to help all students, whether they be future scientists or not, to understand the nature of modern science and to place the fundamental concepts of physics in their historical and social perspectives.

Some 20 high schools in New Zealand are experimenting with the P.S.S.C.'s approach to physics teaching, but they need additional and more advanced teaching materials than are now available for their use. With Carnegie assistance Educational Services Incorporated, the P.S.S.C.'s successor organization, invited two of New Zealand's top-ranking teachers of physics to spend six months in its laboratories to develop materials for the New Zealand schools.

Anyone who examines teaching at the elementary and secondary school level must soon extend his examination to the college level to



find out how teachers for the earlier levels are being prepared. He may even wish to ask how the teachers of teachers are being trained. It is not surprising, then, that the recent profound concern for the teaching of mathematics in the schools has led to a concern for what the colleges are doing to train mathematics teachers. The grave shortage of such teachers is not likely to be corrected so long as graduate departments in mathematics select students for their research ability rather than their teaching ability. Students so trained will naturally, upon graduation, gravitate to research jobs in government and industry.

As one answer to this problem, Dartmouth College plans to initiate a doctoral program in mathematics that will emphasize preparation of college teachers. Men and women will be chosen not only for their ability in mathematics but also for their interest in—and qualifications for—the teaching profession. A Carnegie grant will provide funds for graduate fellowships and additional teaching staff. This will be one of

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the first doctoral programs to offer students the choice of presenting either an original contribution to mathematical research or a critical exposition of previous research to meet the Ph.D. requirement.

Julia W. Bower, chairman of the mathematics department at Connecticut College, has developed an unusually successful introduction to mathematical thought for college students who do not major in the subject. A small grant was made to the College this year to enable her to expand her course syllabus into a book for other teachers and other colleges.

Medical Education

The past half century has brought profound alteration in the character of the nation's medical schools. An increasing (and necessary) preoccupation with very highly specialized and isolated disciplines has been encouraged by huge government subsidies for research. The result has been to deflect attention from the medical schools' *teaching* function. Now thoughtful critics are raising penetrating questions about the optimum duration of medical education, its content, and its ultimate effect upon the student and upon medical care for individual patients.

To re-establish teaching as an area of primary interest, the Association of American Medical Colleges is setting up a program to improve medical education. New and experimental endeavors will be financed by the universities themselves and other sources, but the Association, with a five-year Carnegie grant, will serve as a clearing house for ideas and a forum for those interested in following new directions.

An experiment in the use of self-teaching materials in first-year medical education was started at the Dartmouth College Medical School in 1960 with Corporation assistance. During the current year the school received funds for an additional three years to enable it to evaluate the effectiveness of programmed instruction and to investigate and evaluate new techniques that might be applied to programmed learning to increase its effectiveness. It will study the application of these techniques not only to medical subjects but also to a variety of other fields.

Support of Higher Education

The challenges posed by expanding enrollments, shortages of teachers, and steadily rising budgets for teaching, administration, and physical plant face virtually every college and university in the country. Added to these traditional problems are the needs for curricular changes to meet advances in science and technology and increased demands for advanced degrees and for adult education. At the same time, the colleges and universities are being asked to perform a greater variety of services to society. They are undertaking a great number of research and training projects in the national interest at home; they are being looked to for assistance in the development of education at all levels overseas.

Confronted with this bewildering combination of common challenges, leaders of higher education realize that they cannot solve even the immediate problems now facing their institutions, let alone achieve their long-term goals, without increased institutional cooperation and strong organizational leadership. Thus they have sought to strengthen the one comprehensive organization that serves all colleges and universities, the American Council on Education. To it belong 145 national and regional educational associations and 1,077 institutions of higher education.

Logan Wilson, former chancellor of the University of Texas, was appointed president of the Council in 1961, and at that time the Corporation provided funds for a study of how the Council might be reorganized and strengthened. The report, prepared by John J. Corson, urged that the Council redefine its purposes and program, reconsider its approach to advancing the interests of higher education, and develop a new organizational structure to carry out its aims. The

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Council proceeded to the task immediately, aided by a five-year Carnegie grant made this year. The Ford Foundation also provided major support to the Council.

Graduate Education

In 1957, the Corporation provided funds for a major study of graduate education in the United States by Bernard Berelson. One of Mr. Berelson's recommendations in his report, *Graduate Education in the United States* (New York: McGraw-Hill Book Company Inc., 1960. 346 pp.) was that the graduate schools create a national organization to serve their common interests. His recommendations gave final impetus to earlier organizational efforts, and in early 1961 the Council of Graduate Schools in the United States was established. During the current year the Corporation gave the Council a three-year grant.

The Council, which already has close to 200 members, will collect information on all aspects of graduate work and will interpret and disseminate the information among its member schools and other interested organizations and agencies. The Council should serve as a valuable forum for the exchange of ideas, the airing of problems, and the search for solutions.

Improving Administration

For some years the Corporation has sought to improve the administration of the nation's colleges and universities. The administration of even a small institution demands a certain amount of sheer managerial competence; yet, more likely than not, the scholar who steps into the role of a dean, vice president, or president has had little administrative training or experience. When the University of Michigan decided in 1958 to establish a graduate center to train scholars headed for major administrative assignments and to do research on college and university administration, the Corporation provided a substantial sum of money toward the center's establishment and support. It was set up under the direction of Professor Algo D. Henderson. This year Carnegie gave the center a grant for the continuation of its work in training and research.

Educational Research

Each of the 30 million students enrolled today in elementary and secondary schools annually takes an average of five standardized tests that seek to measure his present or potential performance. His grade level, high school courses, college plans, military service, and eventually the job he gets may be decided, at least in part, by his scores on these tests.

During the next three years Russell Sage Foundation, with a grant from Carnegie Corporation, is carrying out a study of the social consequences of intelligence, aptitude, and achievement testing. The Foundation, which is also contributing to the cost of the project, will first explore the public attitude towards standardized, objective tests of ability. In the second part of the study, it plans to find out how school testing programs affect the three groups most concerned: the children, their parents, and their teachers. How do the tests, for example, affect children's ideas about their own abilities, their classroom work, and their career aspirations? Do teachers having access to test scores tend to rate students in terms of the scores or on other criteria? Do they tend to grade students according to their I.Q.'s?

Research on Catholic Education

Since 1900 enrollment in Roman Catholic parochial schools has increased more than six-fold to more than five million students, while student enrollment in the public schools has increased only 2.3 times. Approximately 12 per cent of American children are now receiving some portion of their education in these schools. The compilation of information and statistics about Catholic education has not kept pace, however, with the increase in enrollment.

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During the current year the Corporation made a grant to the University of Notre Dame to study the Catholic schools. Data will be collected on curriculum, administration, number and training of teachers, quality of academic achievement, academic goals, and physical facilities. The Reverend Theodore M. Hesburgh, president of Notre Dame, George N. Shuster, who retired in 1960 from the presidency of Hunter College, and Monsignor Frederick G. Hochwalt, executive secretary of the National Catholic Education Association, serve as a guiding committee for the inquiry. It is being directed by William H. Conley, a man of wide experience in public and Catholic education, who is on leave as educational assistant to the president of Marquette University. An advisory committee of both Catholic and non-Catholic educators has also been appointed.

Cognitive Processes

None of the tens of millions of dollars being spent to study various aspects of education today may be as significant as the relatively modest sums now being devoted to basic research on thought processes and on the organization of behavior. Work on these important topics has seen some exciting gains in recent years, thanks to the contributions of a small but amazingly diverse body of investigators—psychologists, biologists, physiologists, mathematicians, linguists, and many others.

During the year under review the Corporation continued its activities in this area. A three-year grant to Wayne State University will enable that institution to develop and strengthen its Center for the Study of Cognitive Processes. The funds will be used for a faculty research seminar, released time for faculty research, stipends for research assistants, and the appointment of a professor of psycholinguistics.

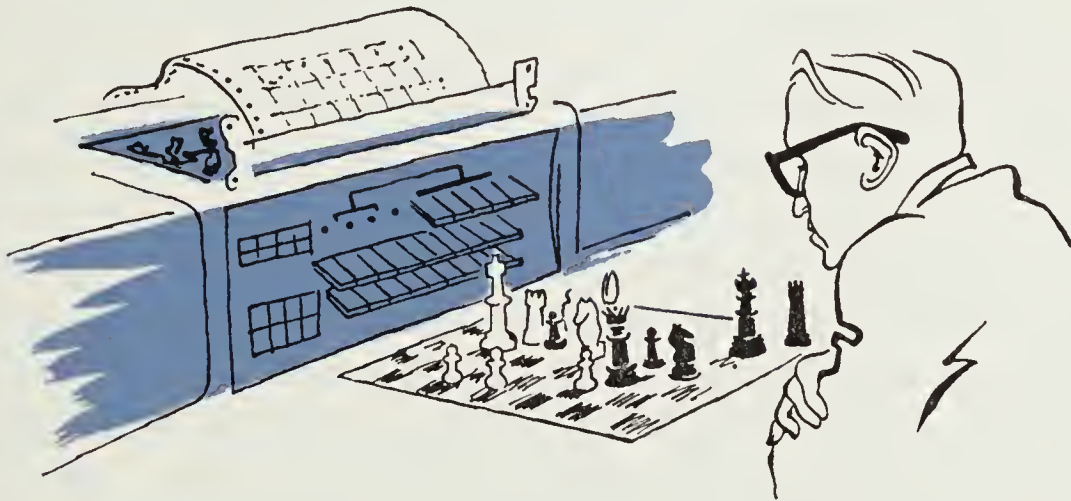
One of the most promising tools for understanding the cognitive processes is provided by computers, which can be made to simulate human thought processes. Yet the use of the new computer techniques has been held back because only a handful of individuals possess the combination of skills necessary to carry it forward. Psychologists, who have traditionally done the experimental work on thought processes,

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are not usually familiar with computer techniques, and most computer experts lack the appropriate background for psychological research. To round out the skills required for such research, RAND Corporation offered a summer training institute in 1962 with the aid of a Carnegie grant. The institute was designed to familiarize computer specialists with the use of computers to simulate human thought processes.

Another effort to bridge the gap between the new computer technology and traditional psychology has been undertaken by Walter R. Reitman, associate professor of industrial administration and psychology at Carnegie Institute of Technology. A small grant to that institution will allow him a year's leave to complete his research and writing on the use of computers in stating and testing psychological theories.

British psychologists, physiologists, engineers, and mathematicians have been doing highly significant work on neural organization and intelligence. During the current year the Corporation made a grant to enable a small number of young American research workers to spend a year at the National Physical Laboratory in England. The fellowship program will be administered by the Carnegie Institution of Washington.



Education and World Affairs

In 1959, at the initiative of the Department of State, there began a series of conferences and discussions between representatives of government, the universities, and the foundations aimed at exploring the role of the university in international affairs. One consequence of the discussions was the creation of a committee to pursue the subject more systematically. Supported by a grant from The Ford Foundation, the committee prepared a report entitled *The University in World Affairs* (New York: The Ford Foundation, 1960. 84 pp.).

The report recommended, among other things, that a new organization be created to serve the interests of the universities and the nation. After careful study of this recommendation, a group of university presidents under the chairmanship of Franklin D. Murphy, chancellor of the University of California at Los Angeles, took steps to bring such an organization into being. Support for its first five years will come from The Ford Foundation and Carnegie Corporation. The new organization is incorporated as Education and World Affairs. Herman B Wells, president emeritus of Indiana University, is chairman of the board, and William W. Marvel, formerly executive associate of Carnegie Corporation, is president.

The purposes of the new organization will include (a) serving as a clearing house for information on the activities of American colleges and universities overseas; (b) serving as a forum in which leaders in higher education can examine the policy problems arising out of such activities; (c) acting as a channel of communication through which the

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universities can communicate collectively with government—and vice versa; and (d) serving as a point of reference for foreign educational organizations and governments seeking to establish relationships with American higher education.

There is an increasing demand for the services overseas of American college and university teachers and other educational specialists in all fields, particularly in the developing nations of Asia and Africa. But efforts to recruit such personnel in this country run into certain fairly obvious economic obstacles having to do with salary differentials, pension rights, fringe benefits, and the like. During the past year, Teachers Insurance and Annuity Association undertook, at the Corporation's request, a study of these problems.

New Undergraduate Programs

When Carnegie first became interested in undergraduate programs for study overseas, it set out to encourage projects that would meet certain specified standards. It sought programs of high academic quality, which would have an integral relationship to the student's course of study at his home institution. It favored programs that offered ample opportunities for contact with the life of the country in which a student was studying, and that expected the student to achieve some competence in the language of the country. It encouraged programs that were reasonable in cost, and that would appeal to students in a variety of fields. The Corporation has supported a number of programs with these objectives in various parts of the world.

Recently two striking innovations in undergraduate study overseas were proposed to the foundation. Massachusetts Institute of Technology, when it made its proposal, had already begun a seminar in engineering and engineering education in Latin America. Under a three-year Corporation grant, the civil engineering department will select several research problems in Latin America, the solutions of which promise to lead to new, fundamental knowledge about engineering techniques and systems. Each problem will then be tackled in Latin America by a faculty member from M.I.T.'s civil engineering department and two senior students, working with a counterpart

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team from a Latin American university or technological institute. Work on the project will be a part of the students' formal undergraduate training.

Asia presents special difficulties as a locus for overseas programs because of its distance, its linguistic barriers, and the organization of its universities. Despite this, the University of Wisconsin has developed a very promising program of study in India for undergraduates from its own campus and from a group of smaller midwestern colleges. The program, like the pilot project that preceded it, has received Corporation support.

While in India the students receive formal instruction from both Indian and American professors. In addition, each participates in



extracurricular social service activity that brings him into direct contact with Indian life. Although English is widely spoken in India, Wisconsin requires that students have either a year of regular study of Hindi or an intensive eight-week summer course immediately preceding their departure. Formal study of the language is continued with special tutors in India.

The efforts of universities to interest undergraduates in international affairs have focused chiefly on new and improved courses in international relations, non-Western civilizations, and area studies. But these programs usually reach only a small portion of students. Northwestern University is now trying an approach that promises to

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reach a much wider group of undergraduates: it is attempting to increase the international content of introductory courses in the basic subjects. In a two-year project supported by Carnegie, a few faculty members in such fields as literature, art, government, sociology, philosophy, and economics will spend a year abroad traveling and studying in an area and culture with which they are not familiar. In the following year they will prepare and teach new or revised introductory courses in their special fields. If these courses incorporating the new material prove successful, Northwestern will make them available to other universities in the United States and abroad by the publication of texts, syllabuses, and reading materials.

Bryn Mawr College operates an inter-university summer program of undergraduate study in France which is distinguished for its high academic standards and its courses on the political, social, and economic problems of modern France. The College offers advanced language studies, lectures by distinguished French scholars, and residence with Avignon families to qualified students from any institution. The program received a grant from the Corporation during the current year.

Chinese Language Instruction

More people speak Chinese than any other language in the world, and it seems certain that China, whether friendly or hostile, will play a very important part in our future. In any ranking of foreign language priorities in terms of the United States' national interest, Chinese thus would rank very high. Yet Chinese falls far down the list of the foreign languages taught in this country. There are a good many courses at the university level, but a student does not usually enroll in them unless he has made at least a tentative decision that the language may be useful in his career. In Chinese studies this decision is normally made in graduate school, a very late point at which to begin study of an exceedingly difficult language. The student who begins in undergraduate years is better off, but even that is far from ideal. The earlier he starts the better.

During the year under review, the Corporation found several opportunities to encourage the offering of Chinese language instruction in

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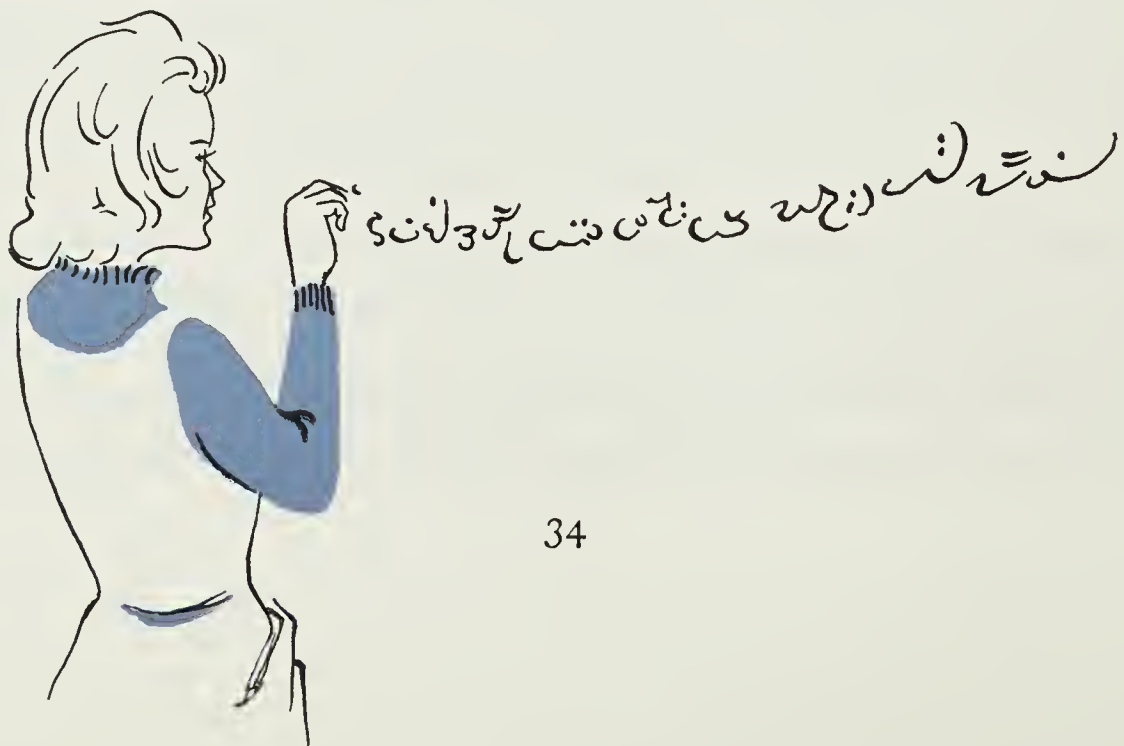
high schools. A limited number of public and private high school students in the Boston area are now studying Chinese language and culture under a program initiated by Thayer Academy. Participants attended an intensive session at Thayer last summer. Teachers are visiting the individual schools to continue instruction during this academic year, and the top students will be offered scholarships for a second summer of intensive study at the Far Eastern Languages Institute at Yale University.

San Francisco State College and Seton Hall University each received a grant under the National Defense Education Act to conduct an institute for public high school teachers of Chinese in the summer of 1962. Carnegie grants enabled private school teachers to attend these institutes and are now being used to help local high schools, public and private, to develop new and existing Chinese programs.

Columbia University is preparing materials for three years of high school instruction in Chinese. Word lists, lessons, tape recordings, and other teaching aids will be tried out in New York area high schools that offer Chinese, and will then be modified in the light of experience.

Arabic

Arabic resembles Chinese in its high rank on the list of world languages and its low rank in America's educational system. Princeton University has taught Arabic for many years, and with Corporation assistance is now administering an undergraduate program for the study of Arabic language and culture overseas which is open to students from any American institution that offers Arabic at the undergraduate level.



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Applicants must have studied Arabic for at least one year to be eligible. Participants in the program spend eight summer weeks in intensive study of Arabic, then go to the Middle East Center for Arab Studies at Shimlan, Lebanon. They study there from September until March and during the last six weeks of the academic year live in a home where Arabic is spoken.

Improvement in Foreign Language Teaching

These programs are only partial evidence of the remarkable rebirth of interest in foreign language teaching that has occurred over the past several years in this country. This has been due in large part to the energetic efforts of the Modern Language Association, not only to rekindle interest but also to improve the teaching of foreign languages and to encourage high academic standards. The Association has had the support of the Rockefeller Foundation and, later, of the Corporation. This past year the Corporation made another grant to the Association for four new projects: to establish a materials center where new teaching materials will be collected and evaluated; to retain a consultant who will be available to school systems that wish to improve their foreign language teaching; to conduct state-wide surveys of the proficiency of foreign language teachers; and to survey graduate programs to see whether teachers are being adequately trained to instruct in the newer methods.

Education and National Development

Higher learning has never respected national boundaries. It has always been international in character. But education as an international concern has taken on new dimensions and new significance in the 1960's. Everyone now realizes that it is essential to economic development and political evolution, and the demand for education in the developing nations has become articulate, often clamorous, and sometimes unrealistic. This demand—and the expectation of its fulfillment—constitutes a radically new element in international affairs. Economists and manpower experts have popularized the notion of education as the development of human resources similar in many respects to capital investment in the development of natural resources. If this conception prevails, large sums to build and equip schools, colleges, and universities will be considered as capital expenditures, and loans will be regarded as a normal rather than an exceptional way of extending educational assistance.

This new conception of the educated man as a resource has drawn the universities of the more advanced nations into assuming ever-increasing responsibilities. But substantial as their efforts have been, educational development in the emerging nations appears capable of absorbing all the teachers and specialists that the advanced countries can supply and train.

All of the many organizations and persons now active in educational assistance abroad—governments, international organizations and lending agencies, universities and colleges, teachers, research

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scholars, foundations, business and industry, and missionaries—have their own special and important functions to fulfill. They will seldom, if ever, act as one; but they should be aware of each other's roles and of the essential elements for an effective program of foreign assistance to educational development.

Conference on Education and National Development

For these reasons Carnegie Corporation invited some 40 persons representing a number of the major American governmental and other organizations involved in educational aid programs to meet together to compare notes on their programs and problems. This informal



conference on education and development in the emerging nations was held in Williamsburg, Virginia, in April, 1962.

Research on Education and Development

During the past year the Corporation provided grants to research staffs at Harvard University and the University of Chicago for studies on the relationship of education to social and economic development. Harvard personnel will look at education in developing countries in terms of the allocation of national resources for development, the relationship of education to manpower requirements, various kinds of curricula now offered, and the organization and administration of educational institutions and programs. A substantial portion of the grant will be used to train Americans for overseas work in these fields. The project will draw heavily upon the Graduate School of

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Education's experiences in administering educational programs overseas for the Agency for International Development.

Chicago's Center for Comparative Education is exploring other aspects of the problem. Robert J. Havighurst, director of the Center, is studying the relationship between education and occupational choice in Brazil, and a colleague is examining a similar question in West Africa. A third participant in the project, who is trained in economics and comparative education, is interested in the resources for education in several of the developing nations.

In 1959 the Corporation made a grant to the American Universities Field Staff (A.U.F.S.) to enable Kalman H. Silvert and others to study the role of education in economic and social development in Latin America. This was one of the first systematic attempts to apply modern survey and interview techniques to this problem in Latin America. This past year the A.U.F.S. received a second grant for completion of the study.

Vanderbilt University is inaugurating a graduate training and research program on modernization in Latin America, to which the Corporation is giving support.

Research into a quite different type of education and development will be carried on under a Carnegie grant to the University of Chicago. Sol Tax, professor of anthropology, proposes to develop self-teaching materials that will enable American Indians to teach themselves to read and write English and at the same time learn about the culture of the United States. If programmed instruction can be successfully used for this purpose, he hopes that the method may then be adapted to the teaching of English to people of other cultures, and eventually to the development of techniques and principles, as well as materials, that may be adapted for use in teaching any language to members of another culture and simultaneously teaching them about the culture in which the language is spoken.

Political Factors in Modernization

The process of modernization in the developing countries has been a popular subject of study in the past decade, but the overwhelming emphasis of such study has been on economic factors. Political factors have been relatively neglected.

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Too often Americans assume that national independence and advances in economic well-being in new nations will automatically bring about the rise of democratic institutions. The evidence does not bear out this appealing theory. Forms of government depend on a great many economic, social, and political circumstances and on attitudes, customs, and ways of thinking that have deep historical roots.

A group of specialists at Indiana University, with Carnegie assistance, will conduct research and offer graduate training in the political and administrative development of new nations. Their attention will be focused on the ways that different groups—politicians, political parties, civil servants, army officers, entrepreneurs, religious leaders, the intelligentsia, and others—affect the process of political development.

The Corporation has made grants during the year to two other institutions for studies of the growth of democracy in emerging nations. One to Columbia University will enable Charles Frankel, professor of philosophy, to engage in intensive research on the problem over the next three years. His objective is to find out as much as possible about the general conditions under which democratic values and institutions grow and become accepted. The other grant, to the Social Science Research Council, will support a three-year program of research and small conferences on the subject.

National Security and International Research

In the years since World War II American representatives have expended countless man-hours of time and energy in international conferences on arms control and disarmament. Yet, until recently, few systematic studies had been made of an extremely important aspect of the problem: what the economic consequences of disarmament, if it were achieved, would be.

In 1960 the Corporation made a grant to the Center for Research on Conflict Resolution at the University of Michigan for economic studies of disarmament. The key figure in the project has been Emile Benoit, associate professor of international business at Columbia University.

During the year under review a small additional grant was made for completion of the initial studies, which deal with many aspects of stabilization, reconversion, growth, equity, and international economic development. They will be published early in 1963 in a book edited jointly by University of Michigan economist Kenneth E. Boulding and Mr. Benoit. Another, less technical, book which will summarize the main findings in the interests of a larger audience is being prepared by Mr. Benoit.

As recently as 15 years ago the universities were giving almost no attention to national security policies, despite the great relevance of the subject to anyone concerned with the future of the nation or the world. Today research and teaching on this subject is an active concern of most leading institutions. During the year under review, the Corporation made grants to two institutions to continue their work in this field.

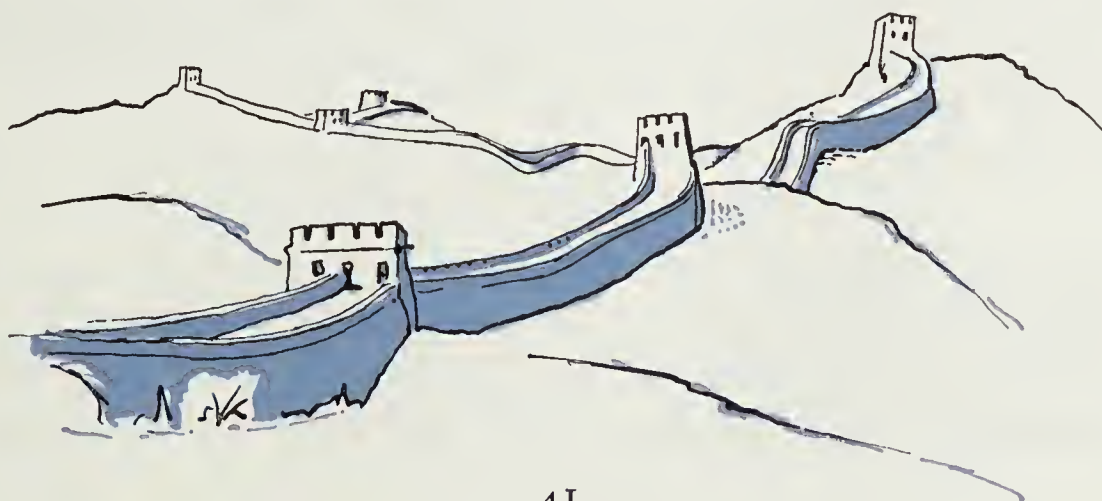
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A group of scholars at Dartmouth College began studying national security policies in 1953 with Carnegie aid and have produced two important books in the field, *Soldiers and Scholars* by John W. Masland and Laurence I. Radway and *Education and Military Leadership* by Mr. Masland with Gene M. Lyons. A third volume, on the education of civilian officials concerned with defense policy, is to be published in 1963. Over the next four years, Louis Morton, professor of history, and Mr. Lyons, director of Dartmouth's Public Affairs Center, will analyze the major problems of World War II, especially those bearing on contemporary military strategy, and the post-war organization and command of international forces, particularly those under the United Nations and the North Atlantic Treaty Organization.

A program of national security studies was begun at the University of Wisconsin in 1958 with Corporation assistance, and another grant was made to Wisconsin during the past year. The funds will support a three-year research and doctoral training program, under the direction of Bernard C. Cohen, focusing on the international factors that create security problems for the United States, the relationship of U. S. military policy to national security, and the formulation and execution of national security policy.

Research on China and Southeast Asia

This year a significant joint venture to study the societies of China and Southeast Asia was launched by Cornell University and two schools of the University of London: the London School of Economics and Political Science, and the School of Oriental and African Studies.



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The project is supported by a grant from Carnegie Corporation to Cornell, and grants from The Nuffield Foundation to the London colleges.

The three academic institutions will conduct graduate studies and field research on the social, economic, and political institutions in China and Southeast Asia and help train a new generation of scholars able to carry on such studies. Special emphasis will be given to social anthropology, economics, political science, and modern institutional history.

Many of the most important subjects for research in East Asia concern both China and Southeast Asia. And in both areas each of the two universities has unusually strong faculty, language teaching, and library resources and field research experience that almost perfectly complement the other's.

Every doctoral candidate will do research in the field for approximately 18 to 20 months. To take full advantage of the institutional resources, students from Cornell planning research in Hong Kong, Malaya, British Borneo, Burma, or the Tibetan borderlands will have the opportunity to work under the auspices and field direction of the London schools, and London students planning research in Taiwan, the Philippines, Thailand, and Indonesia may carry out their projects under Cornell's direction. In some cases students at one university will spend the year preceding their field work at the other university.

In another effort to give new life to the study of modern Chinese society, the Social Science Research Council, with Carnegie support, is sponsoring a series of seminars for social scientists, particularly anthropologists and sociologists. They plan to define the existing state of knowledge about Chinese society, evaluate research methods and strategy, and determine what further steps are necessary to strengthen work in this field.

Other International Research

A group of anthropologists will launch a study of the origin and resolution of conflict, supported by a grant to Northwestern University. The study will be directed by Donald T. Campbell, professor of psychology at Northwestern, and Robert A. LeVine, assistant

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professor of anthropology at the University of Chicago, but will involve as many as twenty anthropologists from a variety of universities. They will examine the attitudes that approximately 100 different primitive societies, shielded from the complexities of civilization, hold toward their neighbors and themselves. Their goal is to uncover the factors that cause hostility and tension between groups and the conditions under which such tensions may be diminished.

A two-year grant for research into changes occurring in the Soviet Union's attitudes toward international law was made to Duke University. The investigation will be made by Kazimierz Grzybowski, a specialist on Soviet and Eastern European legal affairs and doctrine. Dr. Grzybowski, working at Duke's World Rule of Law Center, will chart the changes in Soviet doctrine that are relevant to such areas as space law and the law of war and disarmament.

The Social Science Research Council received further Corporation support for conferences on Latin American affairs and research grants for young scholars working in that area.

The Commonwealth Program

In the Corporation's Annual Report for 1960, it was noted that all the grants mentioned in the section on the program in the Commonwealth had been concerned with Africa. "This concentration," it was stated, "represents a definite policy decision. It stems from the trustees' and the officers' conviction of the crucial importance of events in Africa over the next few years both for the Commonwealth and the world." Still following that conviction, the Corporation has continued to devote the limited income available in the Commonwealth program to educational projects in, or concerned with, the new countries of Middle Africa. First priority has been given to the planning and development of higher education.

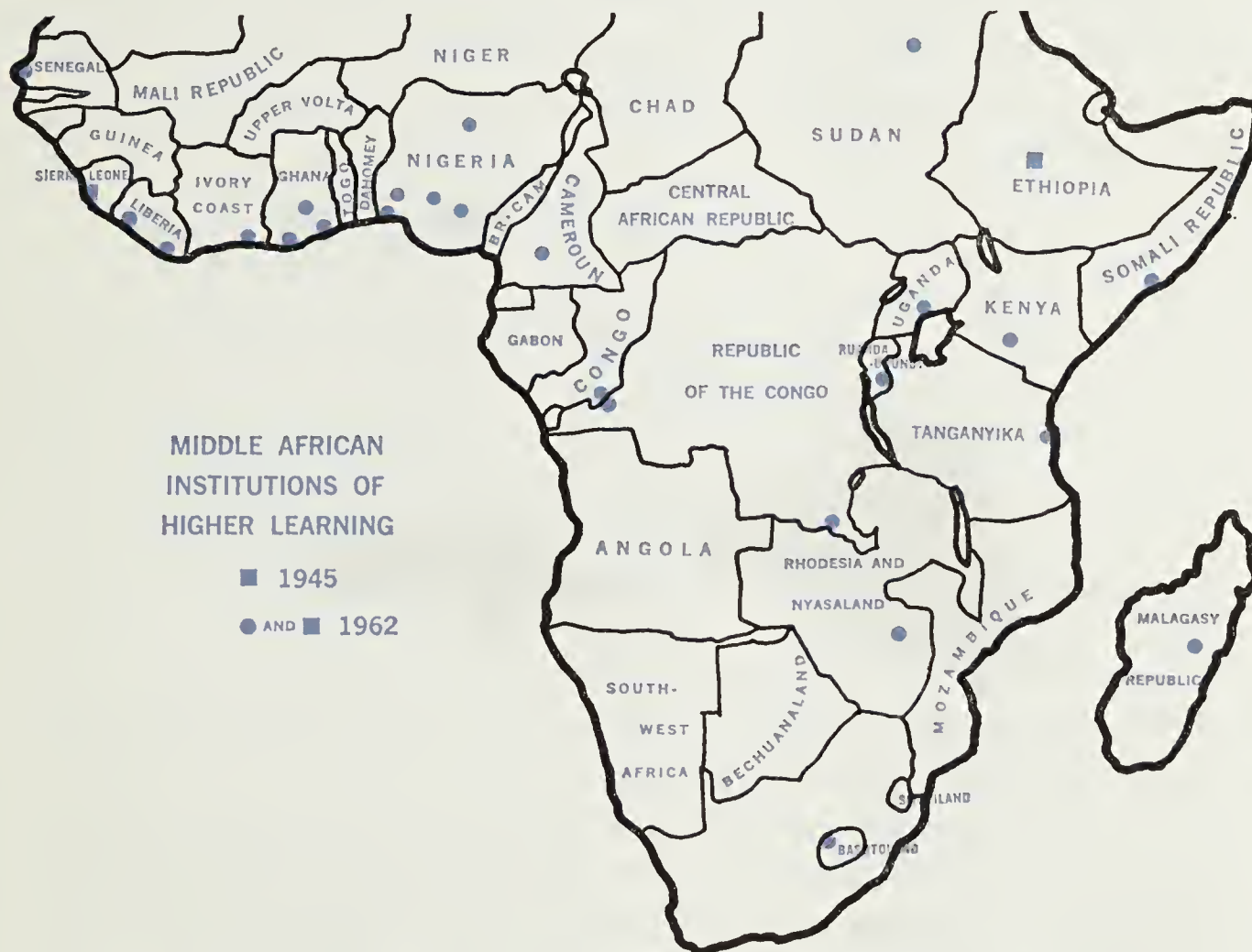
University Development

Almost everyone closely acquainted with what is happening in Africa today recognizes that the economic development of the new nations there depends ultimately upon the strength of the educational base. African leaders know this, and as a result their goals for higher education have risen spectacularly. In 1945 there were two institutions of university rank in Middle Africa. Now there are more than 12 times that number and several others in the planning stage.

The financial implications of this academic explosion are staggering. No less tremendous are the human resources required in terms of staff. Both problems were discussed at the UNESCO Conference on the Development of Higher Education in Africa, held at Tananarive in September, 1962. A preparatory study done for the Conference on the dimensions of the staffing task was financed by Carnegie through

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a grant to the Inter-University Council for Higher Education Overseas (London). The findings provided the basis for the conclusions at the UNESCO meeting that over the next 18 years some 14,000 Africans must be recruited and trained for university teaching and some 7,000 teachers must be recruited from abroad for short-term appointments if the development of higher education in Africa is to meet the goals set for it at the Conference. The study was directed by Sir Alexander Carr-Saunders.



If it is now widely accepted that the rapid and sustained growth of African nations depends in large measure upon educational development, it is becoming equally evident that this in turn must be shaped by detailed, long-range planning on a national scale. Such national planning in turn is finding its essential basis in a projection of manpower requirements.

In 1961 the Corporation granted funds to the University College of Rhodesia and Nyasaland for a study of trained manpower require-

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ments in the territories of Central Africa. The study began in January, 1962, under the direction of Professor George Seltzer of the University of Minnesota.

In the middle of the year a similar study of high-level manpower needs by Mr. Guy Hunter, British educator and author, was begun by the University of East Africa. This study will be a guide to the University in the development of its constituent colleges in Kenya, Tanganyika, and Uganda.

The Corporation has made funds available for this study as well as for a separate survey on the educational requirements of Nyasaland. A special feature of these three studies is that each was organized on comparable lines under the guidance of Frederick Harbison of



Princeton University and the Inter-University Study of Labor Problems in Economic Development.

A further grant for planning went to the Provisional Council of the University of East Africa to provide for the expenses of travel and consultation among representatives of its three colleges and of groups called in from outside to give advice. In an area where higher educational needs far outrun immediately available resources, careful planning has been essential to balance development and to avoid unnecessary duplication of facilities and programs. Since the University will soon be granting a new East African degree, replacing present college arrangements with the University of London, much thought has had to be given to the extent to which courses and requirements should more closely reflect East African conditions.

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The University College of Sierra Leone (formerly Fourah Bay College), which has been preparing students for degrees since its affiliation with the University of Durham in 1876, is the oldest institution of higher education in Middle Africa. It has served a wide constituency and now, under the leadership of its first African principal, Dr. Davidson Nicol, it is entering a period of rapid invigoration and growth. A major weakness has been the inadequacy of the library. Well aware of this, the College has assigned top priority to improving its facilities and resources. The Corporation, convinced of the significance of the College's role in Sierra Leone and beyond, has made a major and exceptional grant for library development.

Adult Education

At the same time that African colleges and universities have been developing their central teaching and research activities, they have been strengthening and expanding adult education programs throughout the areas they are serving. In 1961 David Kimble, director of the extra-mural department at the University of Ghana, visited the United States and Canada on a Corporation travel grant. Impressed with university extension work here and the value of more intimate contact between American and African adult educators, he invited a number of Americans and Canadians to a comprehensive discussion and review of African adult education at the University of Ghana in January, 1962. A Corporation grant to the University covered travel expenses of the North American guests and enabled them to visit several other African universities following the conference.

The University College, Dar es Salaam, which opened its doors last year to a small group of law students, is seeking to meet immediate as well as long-range educational needs of Tanganyika. Its faculties of arts and science will not be in full operation until 1964 and 1965 respectively. In the meantime, to enable the College to make a strong start on an extra-mural program for civil servants, teachers, and others who want to broaden their perspectives as well as to increase their vocational abilities, the Corporation made a grant in the past year for the appointment of additional tutorial staff.

A relatively new residential institution in Kenya, the College of

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Social Studies in Kikuyu, is offering a series of three-week courses to African adults in government and business in Kenya, Tanganyika, and Uganda. A four-year Carnegie grant will enable the College to offer scholarships to students whose expenses are not paid by their employers and to former students to return to the College for week-end programs. The courses, which include lectures and reading in economics, government, social psychology, and communication, are aimed at increasing the students' understanding of the problems of their countries. An important by-product of the College's program has been the discovery of a number of individuals potentially capable of undertaking a university degree course. The College is organizing special preparatory study for such persons. The Carnegie grant will help to enlarge the pool from which this latent talent may be drawn.

Anglo-American Cooperation

One action taken this year as part of the program in the United States is reported here because it relates closely to the Corporation's interest in Africa. In the Annual Reports of 1959 and 1960 mention was made of the Africa Liaison Committee, established by the American Council on Education with Carnegie assistance. The primary purpose of the Committee, made up of a number of university presidents, was to provide a group representative of American higher education with which the Inter-University Council for Higher Education Overseas, representing the British universities, could consult on matters of common concern in Africa.

The substantial increase in the past two years or so in the level of American governmental aid for African education and the upsurge of interest in American colleges and universities in African projects have heightened the significance of the Committee's international liaison function and at the same time given it a broader role within the United States as a high-level advisory and consultative body to which government agencies and universities alike may turn for guidance in the formulation of aid programs.

To enable the Committee to meet its enlarged responsibilities, a Carnegie grant this year provided funds for a full-time executive secretary, meetings with an enlarged membership, and travel by Com-

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mittee members to Africa, including expenses of a five-man group invited to consult with educational officials in the Rhodesias and Nyasaland. The present chairman, C. W. de Kiewiet, led the U. S. government delegation to the Tananarive conference mentioned earlier.

Canadian universities, too, are being drawn into the African educational orbit, and the Corporation this year made two small grants related to Africa. One went to the Canadian Universities Foundation to provide the opportunity for a few university administrators to



visit Africa. The other enabled Canadian University Service Overseas to meet the costs of an orientation program for a group of young men and women preparing to teach in Nigerian secondary schools in 1962-63.

The Corporation's Commonwealth travel grant program this year aided 55 persons from Australia, New Zealand, and Asian and African countries in making visits, mainly to the United States and Canada. Two Americans visited South Africa under the program. A list of recipients, the purpose and places of their visits, appears on pages 76 to 78. A complete list of other Commonwealth grants will be found on pages 73 to 75.

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From the Corporation's Journal

Carnegie Corporation relinquished the services of a distinguished trustee of long standing when Nicholas Kelley retired from the board on January 1, 1962. A member of the board since 1936, he served on the executive committee from that year until his retirement and was its chairman from 1938 to 1941. He was also a member of the finance committee from 1953 through 1961 and of six other important special committees during the period of his trusteeship.

Mr. Kelley is senior partner in the law firm of Kelley Drye Newhall Maginnes & Warren. For 20 years he was also a vice president and director of Chrysler Corporation. He has held a number of responsible posts in government including a tour of duty as an assistant secretary of the Treasury. In addition he has engaged in innumerable activities in behalf of education, the arts, social welfare, and public service. These include serving at one time or another as a member of the boards of trustees of Antioch College, Bennington College, Fisk University, and Swarthmore College. A vigorous and interested trustee during his quarter century of service on the board, Mr. Kelley has been a strong influence on the philosophy and program of the Corporation. His liveliness of mind and generosity of spirit always add to every occasion and his fellow trustees will miss his presence on the board.

At the annual meeting on November 14, 1961, Morris Hadley and Frederick Sheffield were re-elected to the board for five-year terms and Frederick Osborn was re-elected to serve until his retirement on

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January 1, 1963. Mr. Hadley, chairman of the board since 1955, was re-elected to this office.

At the meeting of the board on January 18, 1962, David A. Shepard was elected to be a trustee for a term ending at the close of the annual meeting of 1965. Mr. Shepard is an executive vice president of Standard Oil Company (New Jersey). He received the bachelor's and master's degrees from Massachusetts Institute of Technology. He has held various positions with Standard Oil Company since 1927, except for the year 1942-43 when he served as petroleum attaché at the United States Embassy in London. Mr. Shepard is a trustee of the New York Public Library and RAND Corporation and a life member of the corporation of Massachusetts Institute of Technology.

There have been several changes in the Corporation staff. At the beginning of the fiscal year James W. Campbell became treasurer succeeding C. Herbert Lee. Mr. Lee came to the Corporation as investment officer in 1937 and served ably in that capacity until 1947 when the investment office was discontinued. He was elected treasurer in 1942 and held that position until his retirement in 1961. Mr. Campbell has been a member of the financial staff since 1933. Before being elected to his present office he had served as assistant treasurer and associate treasurer.

John C. Honey, an executive associate, resigned November 30, 1961, to accept a senior position with the Institute of Public Administration. He had come to the Corporation in 1957 from the National Science Foundation, where he was director of government studies.

Two new staff appointments were made during the year. Peter J. Caws, executive associate, earned the B.Sc. degree in physics and the post-graduate certificate in education at the University of London. He came to the United States in 1953 and received both the M.A. and Ph.D. degrees in philosophy from Yale University. For the past five years Mr. Caws has taught philosophy at the University of Kansas, serving as chairman of the department in 1961-62. Frederic A. Mosher, executive assistant, received his A.B. degree from Oberlin College and his M.A. from the University of Michigan. He has com-

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pleted the requirements for the Ph.D. in social psychology at Harvard University, where he has been a teaching fellow in general education and a research assistant at the Center for Cognitive Studies.

The executive committee during the year consisted of Frederick Sheffield, chairman; John W. Gardner, Morris Hadley, Caryl P. Haskins, Devereux C. Josephs, Frederick Osborn, Nicholas Kelley until his retirement, and Charles M. Spofford, who was elected March 15, 1962.

The finance committee consisted of Mr. Josephs, chairman; Mr. Gardner, Mr. Hadley, Malcolm A. MacIntyre, Mr. Kelley until his retirement, and Fredrick M. Eaton, who was elected November 14, 1961.

The board of trustees held meetings on November 14, 1961, and January 18, March 15, and May 17, 1962.

The executive committee met on October 25 and December 19, 1961, and April 24, June 12, and September 19, 1962.

The finance committee met on December 14, 1961, and March 16, June 12, and September 11, 1962.

The Secretary's Report

During the year ended September 30, 1962, the trustees appropriated \$9,922,332. This figure includes \$622,500 for the program in the Commonwealth. The Corporation made 51 grants to schools, colleges, and universities and 36 grants to other organizations. In addition, four appropriations were made for travel grants and other programs administered by the officers of the Corporation.

Requests outnumbered grants made by about 12 to 1. Of the requests that were declined, many were for library buildings, individual scholarships and grants-in-aid, publication subsidies, general support of educational institutions, and other kinds of assistance which the Corporation, as a matter of established policy, does not provide. A considerable number of the requests, however, were for carefully planned projects of real merit which might have received support had the competition been less severe.

The list of recipients of grants beginning on page 61 includes institutions and organizations to which funds were appropriated during 1961-62, with amounts shown between the blue lines in the first column. Also shown are recipients of grants voted in prior years on which payments were scheduled in 1961-62 or future years.

Although Carnegie Corporation does not put a rigid time limit on the use of its grants, any balance remaining after a project has been completed is normally returned to the Corporation. These refunds are added to the income available for appropriation during the year in which they are received and listed as "Adjustments of Appropriations" on pages 72 and 75.

Since many grants are expendable over a period of years, there are about 300 Carnegie-supported programs or projects in operation at

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any given time. The secretary's office is responsible for securing annual progress reports and financial statements on all of these grants.

The Corporation does not itself publish the findings of any studies that it has supported, but about 35 books and a number of pamphlets appeared during 1961-62 under the imprint of commercial and educational presses, reporting results of projects financed wholly or in part by Corporation grants.

In 1959, McGraw-Hill Book Company launched the "Carnegie Series in American Education" as part of its regular publishing program. Four books based on studies financed by the Corporation appeared in this Series during the year:

The Education of Historians in the United States, by Dexter Perkins and John L. Snell

The Search for a Common Learning: General Education, 1800-1960, by Russell Thomas

The World Role of Universities, by Edward W. Weidner

A General Pattern for American Public Higher Education, by T. R. McConnell

Four other books analyzing education in the United States were:

The American College: A Psychological and Social Interpretation of the Higher Learning, edited by Nevitt Sanford, John Wiley & Sons, Inc.

Boys in White: Student Culture in Medical School, by Howard S. Becker, Blanche Geer, Everett C. Hughes, and Anselm L. Strauss, University of Chicago Press

Slums and Suburbs: A Commentary on Schools in Metropolitan Areas, by James Bryant Conant, McGraw-Hill Book Company, Inc.

Undergraduate Education in Foreign Affairs, by Percy W. Bidwell, Columbia University Press

In recent years the Corporation has supported a number of research projects concerned with certain aspects of public and international affairs. As indicated by the following list of publications, this interest includes studies that interpret the American political scene, studies

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of other countries, and studies that emphasize the influence of international events on United States policy and planning.

The Dimensions of Liberty, by Oscar and Mary Handlin, Harvard University Press

Citizens as Sovereigns, by Paul H. Appleby, Syracuse University Press

Africa and the West: Elements of Free-World Policy, by Arnold Rivkin, Frederick A. Praeger

The Nigerian Political Scene, edited by Robert O. Tilman and Taylor Cole, Duke University Press

Politics, Personality, and Nation Building: Burma's Search for Identity, by Lucian W. Pye, Yale University Press

The Rich Nations and the Poor Nations, by Barbara Ward, W. W. Norton & Company, Inc.

Arms and Arms Control: A Symposium, edited by Ernest W. Lefever, Frederick A. Praeger

The Common Defense: Strategic Programs in National Politics, by Samuel P. Huntington, Columbia University Press

Congress and Foreign Policy-Making: A Study in Legislative Influence and Initiative, by James A. Robinson, The Dorsey Press, Inc.

NATO: The Entangling Alliance, by Robert Endicott Osgood, University of Chicago Press

Strategy, Politics, and Defense Budgets, by Warner R. Schilling, Paul Y. Hammond, and Glenn H. Snyder, Columbia University Press

Another facet of the Corporation's interest in world affairs has been the preparation of books and bibliographies to give American students, from secondary school through graduate school, an understanding of other civilizations. Grants in this category have resulted in:

A Global History of Man, by Leften S. Stavrianos *et al.*, Allyn and Bacon, Inc.

Readings in World History, edited by Leften S. Stavrianos *et al.*, Allyn and Bacon, Inc.

China: A Critical Bibliography, by Charles O. Hucker, University of Arizona Press

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Japan and Korea: A Critical Bibliography, by Bernard S. Silberman, University of Arizona Press

Japanese Character and Culture: A Book of Selected Readings, edited by Bernard S. Silberman, University of Arizona Press

Local Government in China Under the Ch'ing, by T'ung-tsu Ch'ü, Harvard University Press

Major Plays of Chikamatsu, translated by Donald Keene, Columbia University Press

Among the publications resulting from grants made under the Corporation's Commonwealth program were:

Supervision and Inspection of Primary Schools, by D. G. Ball, K. S. Cunningham, and W. C. Radford, Australian Council for Educational Research

Educational and Occupational Selection in West Africa, edited by A. Taylor, Oxford University Press

Other books published during the year could equally well be listed as significant contributions to knowledge, but space limitations necessitate arbitrary choices.

Appropriations and Payments

During the Year Ended September 30, 1962

This schedule shows all payments made during the fiscal year 1961-62 from appropriations of that year and of preceding years. Amounts in the first column marked thus (*) are allocations from funds made available in previous years.

United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Alaska, University of Visiting professors (B2925)		\$35,000	\$35,000	
American Academy of Arts and Sciences Conferences and publication on the New Europe (X2937)	\$75,000		75,000	
Conferences on social implications of science (B3039)		50,000	50,000	
American Association for the Advancement of Science Study of college programs in mathematics and science for preparation of elementary school teachers (X2890)		40,000	40,000	
American Council of Learned Societies General support and fellowships (B3038)		650,000	150,000	\$500,000
Survey of teaching of social studies in schools (X2931)	22,000		22,000	
American Council on Education Support of Africa Liaison Committee (X2923) To facilitate reorganization and strengthen the new program (B3085)	90,000 500,000		90,000 100,000	400,000
American Institute of Physics Awards for teachers of physics (X2914)		67,000	27,000	40,000
American Universities Field Staff Research on role of education in social and economic development in Latin America (X2939)	35,000		35,000	
Arizona, University of Development of Oriental studies program (B3010)		32,500	{ 5,000(a) 27,500	
Honors program at Guadalajara (Mexico) Summer School (B2985, B3034)		28,000	15,000	13,000

(a) Written off; included in total payments.

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Association of American Medical Colleges Program to stimulate research and experi- mentation in medical education (B3087)	\$300,000		\$60,000	\$240,000
Association of American Universities Expenses of meeting in the United States with United Kingdom vice chancellors (B3081)	21,793		21,793	
Barnard College Experimental guidance workshops for college women (X2915)	7,000* } 5,500 }		12,500	
Bennett College Saturday school for high school students (X2898)		\$50,000	25,000	25,000
Brookings Institution Study of government contracting (B3074)	200,000		110,000	90,000
Brown University Junior high school guidance program (B3079) New courses for juniors and seniors (B3042)	63,000	73,000	21,000 41,500	42,000 31,500
Bryn Mawr College Summer institute in France for college students (B2985, X2932)	20,000*		10,100	9,900
California Institute of Technology Research and teaching in humanistic and social science fields (B2970)		110,000	110,000	
California, University of Comparative study of leadership in certain countries of Middle Africa (B2978)		51,000	17,000	34,000
Research and graduate study on thought processes (X2886)		52,000	26,000	26,000
Research and training on social, economic, and political development of transitional societies (B3028)		160,000	40,000	120,000
Research on creativity and self-teaching devices (X2887)		66,000	33,000	33,000
Research on higher education (B2871, B3017)		450,000	139,500	310,500
Study of leadership in the West Indies (B2977)		43,000	38,000	5,000
Carnegie Endowment for International Peace Visiting research scholars (X2880)		63,000	21,000	42,000
Carnegie Foundation for the Advancement of Teaching Study of relationships of federal government with higher education (B3003)		25,000		25,000
Carnegie Institute of Technology Research and writing on computer models and study of human behavior (X2915) Research on thought processes (B3005)	11,750	105,000	11,750 35,000	70,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Carnegie Institution of Washington				
Fellowships for advanced study at National Physical Laboratory (England) (B3070)	\$75,000		\$15,000	\$60,000
Fellowships in natural sciences (B2943)	250,000		50,000	200,000
Center for Advanced Study in the Behavioral Sciences				
Fellowships and conferences (B3053)		\$200,000		200,000
Center for Programed Instruction				
Development of self-instructional materials in reading (X2922)	70,000		50,000	20,000
Support (B3031)		200,000	100,000	100,000
Center for the Study of Liberal Education for Adults				
Study of role of the university in adult education (X2873)		50,000	50,000	
Chicago, University of				
Experiment in teaching reading and writing of English to people of other cultures (B3104)	250,000		50,000	200,000
Research and training program on new nations (B2976)		184,000	66,000	118,000
Research on education and socio-economic development in transitional societies (B3102)	240,000		90,000	150,000
Support of program on non-Western civilizations (X2867)		46,000	23,000	23,000
Training of university extension administrators (B2939)		50,000	25,000	25,000
City College, The (New York)				
Study of research on methods of teaching beginning reading (X2921)	20,000		20,000	
Summer program to train college teachers (X2782)		20,000	10,000	10,000
Colgate University				
Support of "core" courses for juniors and seniors (B2892, X2843)		15,000	15,000	
Columbia University				
Development of materials for Chinese language instruction in high schools (B3107)	140,000		27,000	113,000
General education program in Asian civilizations (B2883)		38,000	38,000	
Inter-university program for undergraduate anthropological study abroad (B3024)		115,000	57,500	57,500
Oral History Research Office (X2901)		30,000	15,000	15,000
Research on democratic development in transitional societies (X2938)	57,000		19,000	38,000
Study of reading research (B3006)		45,000	45,000	
Teachers College				
Cooperative Afro-Anglo-American program in African education (B3012) (see also page 73)		75,000	75,000	
Research on higher education (X2888)		70,000	40,000	30,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Columbia University Press Publication of variorum commentary on poems of John Milton (X2556)		\$9,000		\$9,000
Committee on Institutional Cooperation Educational studies (B2940)		47,000	\$47,000	
Community Studies, Inc. Study of undergraduate students at University of Kansas (B2998)		18,000	18,000	
Conference Board of Associated Research Councils Study of means of facilitating movement of American educational personnel overseas (X2950)	\$15,000		15,000	
Connecticut College Research and writing an introduction to mathematical thought (X2915)	12,000		12,000	
Cornell University Research and graduate training on China and Southeast Asia (B3089)	450,000		90,000	360,000
Training and research on South America (B2961)		100,000	50,000	50,000
Council of Graduate Schools in the United States General support (X2947)	50,000		25,000	25,000
Council for Financial Aid to Education Support (B2884)		150,000	75,000	75,000
Council on Foreign Relations For research, regional committees, and fellowships (B2997)		300,000	100,000	200,000
Research and writing on international educational and cultural relations of the United States (X2915)	12,500		12,500	
Council on Religion and International Affairs (formerly Church Peace Union) Research on religion and the state in Asia (B2981)		15,000	15,000	
Dartmouth College Research and development in programed teaching materials (B3078)	126,000		42,000	84,000
Research in the field of national security policy (B3072)	100,000		25,000	75,000
Support of a new doctoral program in mathematics (B3088)	250,000		38,000	212,000
Duke University Commonwealth Studies Center (B2908)		120,000	60,000	60,000
Research on Soviet international law doctrines (X2948)	26,000		13,000	13,000
Education and World Affairs Support (B3064)	500,000			500,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Educational Broadcasting Corporation Toward purchase of Channel 13 (B3058)		\$200,000	\$200,000	
Educational Testing Service				
Distribution of report of conference on reading instruction (X2915)	\$12,500		12,500	
Research on evaluation of self-teaching devices (B3032)		50,000	50,000	
Study of teacher education (B3026)		130,000	130,000	
Evanston Township High School Advanced training of teacher of Japanese (X2915)	2,000		2,000	
Fisk University Fellowships at Institutes of Negro College Committee on Adult Education (X2915)	10,000*		10,000	
Hamden Hall Experiment in teaching children of pre- kindergarten age to read and write (B3021)		89,700	44,600	\$45,100
Harvard University				
Defense Policy Seminar (B2993)		25,000	25,000	
Development of new high school physics course (X2945)	53,000		26,500	26,500
Fellowships for college teachers to study at law school (B2991)		50,000	50,000	
International studies (B2785)		100,000	100,000	
Research and development in programed instruction (B3052)		200,000	100,000	100,000
Research in social theory (X2841)		10,000	10,000	
Research on history of liberty in America (X2732)		40,000	40,000	
Research on motivation (X2894)		27,000	13,500	13,500
Research on political development in transitional societies (B3045)		30,000	15,000	15,000
Research on thought processes (B3004)		150,000	50,000	100,000
Study of large-scale corporate organization in modern society (X2860)		2,500		2,500
Studies of role of education in process of modernization (B3101)	275,000		100,000	175,000
Study of teaching of reading in elementary schools (B3094)	20,000		20,000	
Hawaii, University of Visiting professors (B2924)		48,000	32,000	16,000
Hollins College Experiment in teaching foreign languages by means of teaching machines (B2892, X2828)		26,000	13,000	13,000
Illinois, University of Development of a new elementary school arithmetic curriculum (B2920)		102,550	71,300	31,250

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Indiana University				
Inter-university program in Russian language learning (X2877)		\$70,500	\$35,000	\$35,500
Overseas language program for Indiana high schools (B3054)		124,000	65,000	59,000
Studies of political development in the new nations (B3075)	\$105,000		35,000	70,000
Institute for College and University Administrators				
Research and training programs in academic administration (B3002)		321,000	98,000	223,000
Institute of International Education				
Support of Council on Higher Education in American Republics (B3008)		66,666	66,666	
International Schools Foundation				
Program in Japanese language and civilization at the American School in Japan (B3023)		31,000	16,000	15,000
Johns Hopkins University				
New graduate program for adults (X2936)	47,600		18,800	28,800
Research on simulation as a method of instruction (X2944)	121,500		40,500	81,000
Support of research program of School of Advanced International Studies (B2992)		150,000	50,000	100,000
Kansas, University of				
Faculty exchange with University of Costa Rica (B2962, B3080)	100,000	20,000	30,000	90,000
Undergraduate program for gifted students (B2892, X2844)		15,000	15,000	
Kentucky, University of				
Seminar on creativity in college teaching (X2915)	10,900		10,900	
Lawrence College				
Program of Asian studies (B2892, X2786)		26,000	13,000	13,000
Library of Congress				
To establish an Africana Unit (B2973)		124,875	41,625	83,250
Massachusetts Institute of Technology				
Inter-American program in civil engineering (B3105)	250,000		100,000	150,000
Research and training on politics of transitional societies (B3027)		380,000	95,000	285,000
Research on sub-Saharan Africa (X2915)	12,000		12,000	
Massachusetts, University of				
Intern-fellowships in state public service (X2821)		48,500	48,500	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
McGill University Research on language learning (X2853)		\$30,000	\$15,000	\$15,000
Michigan State University Study of large-scale organizations (X2875)		63,000	63,000	
Michigan, University of Center for Study of Higher Education (B2872, B3108)	\$360,000	85,000	85,000	360,000
Research on economic consequences of disarmament (X2915)	10,000*		10,000	
Research on general systems (X2895)		50,000	25,000	25,000
Research on organizations (X2920)	236,100		78,700	157,400
Research on political modernization of Japan (B3029)		160,000	40,000	120,000
Undergraduate Asia course and related training and research (B2972)		41,500	41,500	
Minnesota, University of Support of plan for continuing education of women (X2833)		38,000	38,000	
Modern Language Association of America To strengthen its program (B2950) To strengthen teaching of foreign languages (B3086)	187,000	10,000	10,000	107,000
Montana State College Experiment in training for overseas service (X2865)		39,000	39,000	
National Bureau of Economic Research Study of economic costs and advantages of educational investment (B3041)		35,000	35,000	
National Education Association Consultation service on education of academically talented secondary school students (X2889)		50,000	50,000	
National Information Bureau Support of its activities, 1962-1966 (X2915)	6,250		6,250	
National Merit Scholarship Corporation Research on academically talented students (B3016)		200,000	50,000	150,000
National Opinion Research Center Research on career plans of college seniors (X2928)	30,000		30,000	
Study of individual participation in educational activities (B3066)	230,000		170,000	60,000
National Urban League Program of educational motivation and guidance for Negro youth (B3091)	215,000		43,000	172,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
New Lincoln School Support of Sciences and Arts Camps, Inc. (B3056)		\$75,000	\$40,000	\$35,000
New Mexico, University of Honors program (X2868)		45,000	25,000	20,000
New York University Accelerated program of graduate training in public administration (B3076) Research on creativity (X2915)	\$170,000 8,000*		31,000 8,000	139,000
North Carolina, University of Program for superior students (B2879)		20,000	20,000	
Northwestern University Development of international content of introductory courses (B3067) Development of new courses in world history (B2892, B2964) Research on intercultural relations (B3077)	150,000 250,000	28,000	120,000 15,000 50,000	30,000 13,000 200,000
Notre Dame, University of Study of Catholic elementary and secondary education (B3065)	350,000		150,000	200,000
Oberlin College Language programs in Austria, France, and Mexico (X2878)		45,000	30,000	15,000
Omaha, University of Scholarships in college business management (X2785)		26,000	12,000	14,000
Oregon, University of Development of Honors College (X2879) Training and research in international studies and overseas administration (X2896)		74,000 100,000	46,500 50,000	27,500 50,000
Population Council, Inc., The Center for African demographic studies (B3055)		80,000	40,000	40,000
Princeton University Council of the Humanities (B2942) Inter-university program of undergraduate study abroad in international relations (B2949, X2809) Inter-university study of role of education and high-level manpower in moderniza- tion process (B2979) Inter-university summer work program in non-English speaking countries (B2985, B3048)		50,000 25,000 65,000 40,000	50,000 25,000 65,000 20,000	20,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Princeton University (<i>continued</i>)				
National undergraduate program of overseas study in Arabic language and culture (B3068)	\$136,500		\$45,500	\$91,000
Research on internal warfare (X2838)		\$30,000	30,000	
Research on theory of games and economic behavior (X2837)		45,000	15,000	30,000
Psychological Corporation				
Evaluation of reading tests (B2946)	40,000		20,000	20,000
Radcliffe College				
Fellowships in Radcliffe Institute for Independent Studies (B3018)		120,000	30,000	90,000
Study of economic assistance programs (X2765)		22,000	22,000	
Rand Corporation				
Training institute on the use of computers to study thought processes (B3092)	64,500		64,500	
Rhode Island School of Design				
Senior honors program in Italy (B2985, X2848)		15,000	15,000	
Rochester, University of				
Canadian studies program (B2994)		65,000	30,000	35,000
Russell Sage Foundation				
Research on the consequences of ability testing in the United States (B3103)	333,000		133,000	200,000
San Francisco State College				
Chinese language program for secondary schools (X2934)	125,000		50,000	75,000
Sarah Lawrence College				
Center for the continuing education of women (X2930)	76,000		36,000	40,000
Seton Hall University				
Chinese language program for secondary schools (X2935)	31,150		31,150	
Smith College				
Inquiry into its science curriculum (X2915)	12,500		12,500	
Social Science Research Council				
Administrative expenses (B2923)		120,000	60,000	60,000
Advancement of research on Latin America (X2949)	50,000		50,000	
General fellowship and grant-in-aid program (B2941)		450,000	150,000	300,000
Grants-in-aid for research on national security policies (X2913)		42,500	21,250	21,250
Planning and evaluation of research on thought processes (X2884)		63,000	21,000	42,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Social Science Research Council (<i>continued</i>)				
Research seminars and conferences on modern Chinese society (B3069)	\$85,000		\$42,500	\$42,500
Study of the growth of democracy in transitional societies (X2929)	95,000		32,000	63,000
Travel expenses of scholars to international meetings (B3009)		\$60,000	60,000	
Stanford University				
Research on economic development of Africa (B2895)		80,000	40,000	40,000
Research on the learning process (B3040)		200,000	50,000	150,000
Senior seminar courses (B2828, X2728)		40,000	20,000	20,000
Undergraduate honors program in quantitative methods in behavioral sciences (B2875)		21,500	21,500	
Undergraduate study in Japan (B3022)		106,000	28,000	78,000
Syracuse University				
Experiment in training for overseas service (B3093)	42,000		42,000	
Studies in financing of public primary and secondary education (X2822)		72,200	72,200	
Teachers Insurance and Annuity Association				
Study of economic problems of overseas educational service (X2915)	12,000*		12,000	
Texas, University of				
Research and graduate study on thought processes (X2885)		58,300	27,400	30,900
Thayer Academy				
Teaching of Chinese at the secondary school level (X2918)	108,500		56,150	52,350
Tulane University				
Graduate fellowships in arts and sciences (B3011)		50,000	50,000	
Vanderbilt University				
Research and graduate training on the process of modernization in Latin America (B3090)	150,000		30,000	120,000
Virginia, University of				
New graduate course on the processes of change (X2915)	12,500		12,500	
Washington University				
Studies on politics of public education (X2815)		20,000	20,000	
Wayne State University				
Training and research on thought processes (X2927)	116,000		38,000	78,000
Western Michigan University				
Studies on non-Western world (B2982)		46,700	46,700	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Williams College Committee on forward planning (X2919)	\$50,000		\$25,000	\$25,000
Wisconsin, University of Inter-university program of undergraduate study in France (X2897)		\$35,000	20,000	15,000
Junior year program for engineering students at Instituto Tecnológico y de Estudios Superiores de Monterrey (X2876)		45,000	45,000	
Program of undergraduate study in India (B3106)	155,000		65,000	90,000
Research and training in history of tropical countries (B3019)		172,000	43,000	129,000
Studies of national security policy (B3073)	150,000		50,000	100,000
Wyoming, University of International affairs program (X2776)		10,000	10,000	
Yale University Completion of study of citizenship in modern democracies (X2915)	3,000*		3,000	
Development of programmed materials for teaching English composition (X2915)	12,500		12,500	
Experiment in teaching children of pre- kindergarten age to read and write (B3020)		39,400	19,200	20,200
Experiment in teaching mathematical logic in elementary schools (X2836)		18,000	18,000	
Experimental program of teaching fellowships (B3025)		25,000	25,000	
Program of directed studies in science (B2971)		60,000	20,000	40,000
Research on large-scale political communities (X2915)	12,500		12,500	
Studies and Programs Administered by the Officers				
Conference on education in national development (X2860, X2915)	3,376	11,965	15,341	
Dissemination of results of Corporation grants (X2693, X2827)		58,533	33,586	24,947
Distribution of American art teaching materials (B2954)		74,312	63,571	10,741
Evaluation of reading tests (X2860)		1,000	450(a) 550	
Exploration of new programs for under- graduate study abroad (X2763)		2,059	4(a) 2,055	
Fellowships and travel grants (X2685, B2909)	200,000	118,501	73,124	245,377
Planning of Hong Kong research facilitating office (X2915)	12,000		3,906	8,094
Planning for study of agricultural education (X2915)	3,500		400	3,100
Studies relating to overseas educational service (X2915)	7,000		4,333	2,667
Study of certain aspects of testing (X2915)	4,913		4,913	

(a) Written off; included in total payments.

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Studies and Programs Administered by the Officers (<i>continued</i>)				
Study of motivation for intellectual performance (X2763, X2811)		\$6,710		\$6,710
Study of role of universities in underdeveloped countries (B3030)		16,500	\$5,800	10,700
Funds Made Available but Remaining Unallocated				
Programs of undergraduate study abroad (B2985)		62,115	(b)	
Unallocated Discretionary Fund (X2957)	\$50,000	50,000	(b)	42,115 50,000
Conditional Grant (B3051)		1,500,000		1,500,000
TOTAL APPROPRIATED OR ALLOCATED	\$9,369,832			
Less: Allocated from funds voted in previous years as shown (*) above	70,000			
TOTALS: UNITED STATES	\$9,299,832	\$12,213,586	\$8,690,067	\$12,823,351

<i>ADJUSTMENTS OF APPROPRIATIONS</i>	<i>Not required: written off (listed above)</i>	\$ 5,454
	<i>Refunds from grants made in previous years</i>	
	<i>1931-32 Scholarly Publication Fund, Encyclopedia of the Social Sciences (B903, B915)</i>	2,661
	<i>1948-49 Cornell University (B2301)</i>	15,489
	<i>1955-56 Earlham College (X2654, B2720)</i>	2,223
	<i>1955-56 George Peabody College for Teachers (X2643)</i>	438
	<i>1957-58 American Historical Society (X2750)</i>	2,152
	<i>1957-58 University of Georgia (X2721)</i>	166
	<i>1958-59 American Association for the Advancement of Science (B2921)</i>	23,166
	<i>1958-59 Columbia University (X2789, B2949)</i>	2,466
	<i>1958-59 New England Board of Higher Education (B2947)</i>	3,600
	<i>1959-60 The Brookings Institution (X2857)</i>	11,079
	<i>1959-60 Collegiate School (X2835)</i>	179
	<i>1959-60 Columbia University (X2829, B2949)</i>	23,942
	<i>1959-60 Columbia University (X2811)</i>	2,366
	<i>1959-60 Vassar College (X2811)</i>	3
	<i>1960-61 Association of American Universities (B3047)</i>	291
		<u>\$95,675</u>

(b) \$70,000 allocated to individual institutions included in list.

Appropriations and Payments—Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Ahmadu Bello University, Zaria To strengthen regional service of Department of Education (X2858)		\$28,000	\$14,000	\$14,000
Canadian Universities Foundation Travel in Africa by Canadian university leaders (X2916)	\$5,000* } 7,000 }		12,000	
Canadian University Service Overseas Orientation program to prepare Canadians for teaching positions in Nigeria (X2916)	10,000		10,000	
Central Advisory Committee for Education in the Atlantic Provinces Program of testing high school students (X2731)		15,100	15,100	
College of Social Studies (Kenya) Support of short courses for mature students (B3110)	43,000		7,000	36,000
Columbia University Teachers College Cooperative Afro-Anglo-American program in African education (B3012) (see also page 63)		75,000	75,000	
Educational Services Incorporated Cost of participation by two New Zealand teachers in the creation of physics course materials (X2916)	12,000*		12,000	
Educational Testing Service Summer workshops for foreign students (X2916)	8,000*		8,000	
Federal Government of Nigeria Support of a secretariat for Coordinating Committee for Overseas Aid to Education (X2903)		143,000	72,000	71,000
Ghana, University of Conference on university adult education in Africa (X2925)	25,000		25,000	
Ibadan, University of Library training course (B2955)		28,000	14,000	14,000
Inter-University Council for Higher Education Overseas Fellowships (B2965) Study of the staffing of higher education in Africa (X2924)	46,000	82,000	61,600	20,400
Makerere University College Expansion of extra-mural program (X2859)		42,000	10,500	31,500

Appropriations and Payments—Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
Princeton University Manpower survey in Nyasaland under auspices of Inter-University Study of Labor Problems in Economic Development (X2916)	\$12,500		\$12,500	
Provisional Council of the University of East Africa Travel expenses for university planning (B3096) Manpower survey in East Africa (X2916)	50,000 12,000		12,000	\$50,000
Royal Institute of International Affairs Travel expenses of delegates to Common- wealth Conference in Nigeria (X2861)		\$12,500	12,500	
Rural Training and Demonstration Centre, Asaba, Nigeria Program of village community development (B2503)		8,184	8,184	
Sierra Leone, University College of (Fourah Bay College) Library development (B3095)	110,000		110,000	
University College, Dar es Salaam Extra-mural program (B3109)	70,000			70,000
West Indies, University of the Training in administration (B2897)		35,000	35,000	
Studies and Programs Administered by the Officers Distribution of American art teaching materials in Canada (X2916) Travel grants: 115 allocations (X2770, X2820, X2872, X2926)	12,000 { 183,238 24,672*	175,508	226,018	12,000 132,728
Funds Made Available but Remaining Unallocated Travel grants (X2926) Discretionary Fund (X2958)	16,762 25,000	25,000	(b)	16,762 25,000
TOTAL APPROPRIATED OR ALLOCATED	<u>\$672,172</u>			
Less: Allocated from funds voted in previous years as shown (*) above	<u>49,672</u>			
TOTALS: COMMONWEALTH PROGRAM	<u>\$622,500</u>	<u>\$669,292</u>	<u>\$798,402</u>	<u>\$493,390</u>

(b) \$25,000 allocated to individual institutions, included in list.

Appropriations and Payments—Commonwealth

<i>ADJUSTMENTS OF APPROPRIATIONS</i>	<i>Refunds from grants made in previous years</i>	
	<i>1953-54 National Committee of Canadian Schools of Social Work (B2696)</i>	<i>\$613</i>
	<i>1955-56 McGill University (X2636)</i>	<i>171</i>
	<i>1957-58 Educational Testing Service (X2753)</i>	<i>605</i>
	<i>1958-59 University of Ghana (X2764)</i>	<i>312</i>
		<u><u><i>\$1,701</i></u></u>

UNITED STATES AND COMMONWEALTH PROGRAMS
SUMMARY OF APPROPRIATIONS AND PAYMENTS

	<i>Appropriated or Allocated During 1961-62</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1961-62</i>	<i>Unpaid Balance Carried Forward</i>
FOR PURPOSES IN UNITED STATES	\$9,299,832	\$12,213,586	\$8,690,067	\$12,823,351
FOR PURPOSES IN COMMONWEALTH	622,500	669,292	798,402	493,390
TOTALS	<u><u>\$9,922,332</u></u>	<u><u>\$12,882,878</u></u>	<u><u>\$9,488,469</u></u>	<u><u>\$13,316,741</u></u>

Grants for Travel Commonwealth Program

During the Year Ended September 30, 1962

From Australia

R. A. BARRELL

Senior Lecturer in French, Monash University
Mathematical linguistics and the use of language
laboratories, United States and Canada

J. L. BRERETON

Senior Lecturer in Zoology, University of New
England
Population ecology and behavior biology, United
States and Canada

B. D. CAMERON

Professor of Applied Economics, Australian Na-
tional University
Research and teaching in economics, United States

K. G. W. CROSS

Senior Lecturer in English, University of Sydney
Teaching of American and Canadian literature and
of drama, United States and Canada

G. J. HARRISON

Staff Architect, University of Adelaide
University architecture and planning, United
States and Canada

D. K. R. HODGKIN

Registrar, Institute of Advanced Studies, Aus-
tralian National University
University administration and planning, United
States

H. N. HOSKINGS

Senior Lecturer in Architecture, University of
Adelaide
Architecture, building construction, and architec-
tural education, United States

L. G. H. HUXLEY

Vice-Chancellor, Australian National University
Policies and problems in higher education, United
States and Canada

MARGARET LESTER

Senior Lecturer in Mathematics, University of
Melbourne
Teaching of mathematics in universities and
secondary schools, United States

J. A. C. MACKIE

Senior Lecturer in Indonesian and Malayan
Studies, University of Melbourne
American university research programs on South-
east Asia, United States

H. G. MCCREDIE

Deputy Registrar, University of Sydney
University administration, United States and
Canada

G. W. MUIR

Principal, The Teachers' College, Armidale
Teacher education and administration of state
teachers colleges, United States and Canada

JOAN RADFORD

Lecturer in Chemistry, University of Melbourne
Teaching of chemistry in schools and universities,
United States and Canada

ALAN RICHARDSON

Senior Lecturer in Psychology, University of
Western Australia
Teaching and research in social psychology, United
States

G. A. ROSE

Senior Lecturer in Electrical Engineering, Univer-
sity of Adelaide
Electrical engineering courses and instruction in
broad applications of computer technology,
United States

HYMAN TARLO

Senior Lecturer in Law, Australian National
University
Legal education and research, United States and
Canada

H. W. THIELE

Student Counsellor, University of Queensland
University student counselling and appointment
services, United States

W. A. TOWNSLEY

Professor of Political Science, University of
Tasmania
Teaching and research in international relations,
United States and Canada

Grants for Travel—Commonwealth Program

R. F. WHELAN
Professor of Physiology, University of Adelaide
Medical teaching and examining methods, United States

G. M. WILLIS
Reader in Chemical Metallurgy, University of Melbourne
Research and teaching in chemical metallurgy and mineral engineering, United States and Canada

A. F. WILSON
Professor of Geology, University of Queensland
Teaching and research methods in isotope geology and geochemistry, United States and Canada

G. L. WILSON
Senior Lecturer in Botany, University of Queensland
Teaching and research in plant physiology, United States

From Basutoland

D. R. DAY
Director of Education, Basutoland Government, Maseru
Educational systems and administration, United States and Canada

S. H. YOUTHED
Soil Conservation Officer, Basutoland Government, Maseru
Methods of conservation and land use planning, United States

From Ghana

A. A. KWAPONG
Senior Lecturer in Classics, University of Ghana
Higher education and the teaching of classics, United States

From Kenya

MATTHEW DAGG
Soil Conservationist, East African Government, Kikuyu
Research and techniques in water conservation, irrigation, and agricultural physics, United States

G. D. HAZELDINE
Chief Librarian, McMillan Memorial Library, Nairobi

Public libraries and regional library services
United States

J. M. HYSLOP
Principal, Royal College, Nairobi
Higher education, United States

From New Zealand

G. B. BATTERSBY
Lecturer in Business Administration, University of Canterbury
Teaching of business administration, United States

J. C. BEAGLEHOLE
Senior Research Fellow, Victoria University of Wellington
Historical sites and libraries specializing in Pacific history, United States and Canada

I. D. BLAIR
Reader in Agricultural Microbiology, Lincoln College
Teaching and research in soil microbiology, United States and Canada

S. E. MEAD
Teacher, Hamilton Boys' High School, South Auckland
For participation in creation of physics course materials at Educational Services Incorporated, United States

DONALD NELSON
Inspector of Post-Primary Schools, Wellington
For participation in creation of physics course materials at Educational Services Incorporated, United States

ELIZABETH J. ROBINSON
Deputy Librarian, University of Otago
Administration and interior design of academic libraries, United States and Canada

R. T. SUSSEX
Professor of Modern Languages, University of Canterbury
Teaching of modern languages, United States and Canada

R. H. TOY
Professor of Architecture, University of Auckland
Current trends in architecture and architectural education, United States and Canada

A. R. TREMAIN
Senior Lecturer in Music, University of Auckland
Teaching of musical composition, United States

From Nigeria

L. F. BROSDAHAN
Senior Lecturer in English Language, University
of Ibadan
Structural linguistics and the teaching of English,
United States

LADY DEBORAH JIBOWU
Member, Local Government Service Board,
Ibadan
Local government personnel policies, higher educa-
tion, and women's voluntary organizations,
United States and Canada

GEORGE JOHNSON
Vice-Chancellor, University of Nigeria
Visits to universities, United Kingdom, Western
Europe, and Africa

E. A. YOLOYE
Lecturer in Education, University of Ibadan
Graduate study in educational measurement,
United States

From Sierra Leone

S. L. HOCKEY
Professor of Education, University College of
Sierra Leone
Methods of teaching history and geography and
their relevance to Africa, United States

M. B. JONES
Government Librarian, Freetown
Library services and administration, United States
and Canada

DAVIDSON NICOL
Principal, University College of Sierra Leone
Higher education, United States and Canada

From Singapore

L. C. GREEN
Professor of International Law, University of
Singapore
Law schools and the teaching of international law,
Australia

PEGGY W. C. HOCHSTADT
Library Assistant, University of Singapore
Graduate study in librarianship, United States

B. R. SREENIVASAN
Vice-Chancellor, University of Singapore
Higher education, United States and Canada

From South Africa

D. S. CHAPMAN
Professor of Surgery, University of Natal
Medical education, United States

S. P. CILLIERS
Professor of Sociology, University of Stellenbosch
Recent developments in social theory and method-
ology and centers of African studies, United
States

JACK COPE
Author, Cape Town
Current literary trends and creative writing pro-
grams of universities, United States and Canada

LEO KATZEN
Senior Lecturer in Economics, University of Cape
Town
Research in field of economic development and
centers of African studies, United States

F. H. TALBOT
Assistant Director, Department of Marine Bi-
ology, South African Museum, Cape Town
Marine research laboratories and natural history
museums, United States

OWEN WILLIAMS
Senior Lecturer in Geography, University of Natal
Teaching and research in geography with special
reference to land use, United States

From Tanganyika

R. C. PRATT
Principal, University College, Dar es Salaam
Visits to university colleges, Africa

H. L. SNAITH
Registrar, University College, Dar es Salaam
University administration and institutions assist-
ing education in Tanganyika, United States

From the United States

MERLE FAINSOD
Director, Russian Research Center, Harvard Uni-
versity
Lectures under the auspices of the Australian
Institute of International Affairs, Australia

LOUIS M. LYONS
Curator, Nieman Foundation for Journalism,
Harvard University
Consultations on the training of journalists, East,
Central, and South Africa

Institutions Receiving Subsidies to Purchase Color Slides of the Arts of the United States

During the Year Ended September 30, 1962

Readers of previous annual reports will be familiar with the extensive survey of American art that was made under Carnegie auspices. Grants to the University of Georgia resulted in the selection, by a distinguished committee, of art objects in 18 categories to be reproduced in color-slide form for teaching purposes. The slides have been organized into two sets, one of 2,500 slides, the other of 1,500.

During the year under review, the following institutions received subsidies of 50 per cent of the purchase price toward buying the sets:

Sets of 2,500 Slides

University of Alabama, University
Alaska Methodist University, Anchorage
University of Arkansas, Fayetteville
Auburn University, Auburn, Alabama
Baldwin-Wallace College, Berea, Ohio
Baylor University, Waco, Texas
Birmingham Museum of Art, Birmingham,
Alabama
Bowling Green State University, Bowling Green,
Ohio
University of Buffalo, Buffalo, New York
Carnegie Library of Pittsburgh, Pittsburgh,
Pennsylvania
University of Chicago, Chicago, Illinois
City College, New York, New York
Everson Museum of Art, Syracuse, New York
George Washington University, Washington, D. C.
Georgia Institute of Technology, Atlanta
University of Illinois, Urbana
Illinois State Normal University, Normal
Kansas State College of Pittsburg, Pittsburg
University of Kentucky, Lexington
Lindenwood College, St. Charles, Missouri
Los Angeles County Museum of Art, Los Angeles,
California
Louisiana State University at New Orleans
MacMurray College, Jacksonville, Illinois
Mercer University, Macon, Georgia
University of Nebraska, Lincoln
University of New Hampshire, Durham
Ohio University, Athens
St. John's University, Jamaica, New York
Southwest Missouri State College, Springfield

Agricultural and Mechanical College of Texas,
College Station
Wake Forest College, Winston-Salem, North
Carolina
University of Wichita, Wichita, Kansas
Wisconsin State College, Oshkosh
Wittenberg College, Springfield, Ohio

Sets of 1,500 Slides

Abilene Christian College, Abilene, Texas
University of Akron, Akron, Ohio
Anderson College, Anderson, Indiana
Atlantic Christian College, Wilson, North Carolina
Bethany College, Bethany, West Virginia
University of California, Santa Barbara
Capital University, Columbus, Ohio
Central Connecticut State College, New Britain
Culver-Stockton College, Canton, Missouri
Denison University, Granville, Ohio
East Carolina College, Greenville, North Carolina
Eastern Kentucky State College, Richmond
Florence State College, Florence, Alabama
Florida Southern College, Lakeland
Furman University, Greenville, South Carolina
Gallaudet College, Washington, D. C.
Georgetown College, Georgetown, Kentucky
Glassboro State College, Glassboro, New Jersey
Hofstra College, Hempstead, New York
Jersey City State College, Jersey City, New Jersey
La Salle College, Philadelphia, Pennsylvania
Louisiana College, Pineville
Louisiana Polytechnic Institute, Ruston
Mankato State College, Mankato, Minnesota
Massachusetts College of Art, Boston

Institutions Receiving Slides

Memphis State University, Memphis, Tennessee
University of Miami, Coral Gables, Florida
Miami University, Oxford, Ohio
College of Mount St. Joseph-on-the-Ohio, Mount
St. Joseph, Ohio
University of North Carolina, Chapel Hill
Northland College, Ashland, Wisconsin
North Texas State University, Denton
Oklahoma Baptist University, Shawnee
Orange County State College, Fullerton, California
Ottawa University, Ottawa, Kansas
Pacific Union College, Angwin, California
Pfeiffer College, Misenheimer, North Carolina
Philadelphia Museum College of Art, Philadelphia,
Pennsylvania
Principia College, Elsau, Illinois
St. Cloud State College, St. Cloud, Minnesota
St. Lawrence University, Canton, New York
Saint Louis University, St. Louis, Missouri
Salem College, Winston-Salem, North Carolina
Salve Regina College, Newport, Rhode Island
Sarah Lawrence College, Bronxville, New York
Shorter College, Rome, Georgia
Sioux Falls College, Sioux Falls, South Dakota
Southeast Missouri State College, Cape Girardeau
Spartanburg Public Library, Spartanburg, South
Carolina
State University College of Education, Cortland,
New York
State University College of Education, New Paltz,
New York
State University College of Education, Oswego,
New York
Stephen F. Austin State College, Nacogdoches,
Texas
Stetson University, Deland, Florida
Texas Technological College, Lubbock
Texas Western College, El Paso
United States Military Academy, West Point,
New York
Washington and Lee University, Lexington,
Virginia
Westminster College, Fulton, Missouri
Wisconsin State College, Stevens Point
Wisconsin State College and Institute of Technol-
ogy, Platteville
University of Wyoming, Laramie
Yankton College, Yankton, South Dakota

The Treasurer's Report

On pages 86 through 97 are statements of the Corporation's assets and liabilities at September 30, 1962, its income and expenditures for the year ended on that date, and the securities owned at the year end with their book and market values. These statements were audited by the independent public accounting firm of Price Waterhouse & Co. The accountants' opinion that the statements present fairly the Corporation's financial position and its income and expenses and appropriations appears on page 85.

The following comments are intended to supplement the information about the Corporation's financial position and the changes during the year furnished by the audited statements.

During the year the Corporation's assets at book value increased by \$7,251,615. This increase was realized largely by the reinvestment of \$6,514,050 of net profits on securities that were sold in order to purchase other securities considered more desirable.

The Corporation's Capital Fund at book is \$214,330,029, comprising the original endowment fund of \$135,336,869 plus accumulated net realized gains to date of \$78,993,160. Valuing the assets at market prices on September 30, 1962, the Capital Fund would be increased by \$39,913,720 of unrealized gains making a total of \$254,243,749 in assets, which is an increase of 88 per cent in the original endowment.

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The accumulated net gain realized is set aside in the Capital Gains Account (formerly called the Depreciation Reserve). In counsel's opinion this is not income and consequently not available for appropriation.

Other Assets

Cash and marketable securities at book value make up more than 99 per cent of the Corporation's assets. The remainder is mostly from bequests under the wills of Mr. Carnegie and Mrs. Carnegie.

CARNEGIE HOUSE PROPERTIES

The Carnegie House properties consisting of the land and two buildings at 2 East 91st Street and 9 East 90th Street, New York City, were bequeathed to the Corporation by Mrs. Carnegie. They are carried on the Corporation's books at the nominal value of \$1. The properties are leased rent-free until September 30, 1970, to Columbia University and occupied by the New York School of Social Work, a graduate school of the University. The School of Social Work sublets part of one building to the New York School for Nursery Years.

HOME TRUST COMPANY

Home Trust Company was organized in 1901 in New Jersey by Mr. Carnegie to care for various of his financial interests after he retired. It became trustee of certain trusts set up by him during his lifetime to pay pensions to various people on his private pension list. It acted as executor of Mr. Carnegie's estate and is still trustee of certain trusts established by his will. It has never engaged in general banking business nor accepted deposits, and it accepts no new business. Its activities have steadily declined as recipients of pensions and annuities have died.

The Corporation owns all the capital stock (except directors' qualifying shares) of Home Trust Company, which is carried in the Corporation accounts at \$334,195, the appraised value when acquired

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in 1925 from Mr. Carnegie's estate. The Corporation also owns the reversionary interests in various trusts established by Mr. Carnegie and administered by Home Trust Company. The present unrecovered balance of the reversionary interest is \$620,069.

ADVANCES TO THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

To enable The Carnegie Foundation for the Advancement of Teaching to carry out its obligations for payment of free pensions to retired college and university teachers and their widows, the Corporation is committed to advance up to \$15,000,000 without interest to the Foundation. Through September 30, 1962 the Corporation had advanced \$14,065,000 from income to the Foundation. At the present time the Corporation has a reserve of \$935,001 set aside from past income to meet the balance of its commitment.

These advances are to be repaid by the Foundation from time to time in the future from whatever income it has available after payment of pensions and other expenditures. The present value of the advances depends, of course, on the rate of repayment. Because there is not now any way to determine their present value, the advances are carried on the Corporation's books at the nominal value of \$1.

Investment Transactions During the Year

The proceeds from redemptions, maturities, and sales of low interest corporate bonds were used to purchase mortgage notes and higher interest bonds. A considerable amount of common stocks was sold and 90 per cent of the proceeds, including the realized net gains, was reinvested in other common stocks. The balance of 10 per cent was invested in high interest corporation bonds.

The net gain on all security transactions for the year was \$6,514,050. This was added to the Capital Gains Account. At the year end, the indicated market value of all securities was \$39,913,720 more than book value. A summary of these transactions follows:

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	<u>Sept. 30, 1961</u>	<u>September 30, 1962</u>		
	<i>Book Amount</i>	<i>Book Amount</i>	<i>Approximate Market Quotation</i>	<i>Gain or (Loss) On Securities Sold During The Year</i>
Bonds				
U. S. Government	\$27,883,973	\$26,880,143	\$27,429,045	(\$293)
Others	88,782,163	87,511,799	86,737,781	(262,295)
Mortgages	15,698,402	17,047,640	17,115,926	8,535
Stocks				
Preferred	4,253,425	4,253,425	3,827,953	
Common	82,413,545	90,566,758	131,062,780	6,768,103
	<u>\$219,031,508</u>	<u>\$226,259,765</u>	<u>\$266,173,485</u>	<u>\$6,514,050</u>

Income

The income from securities for the fiscal year 1962 was \$11,315,014, which was an increase of \$388,060 over the previous year. Security income represents a return of 5 per cent on cost of securities held at the year end, or a yield of 4.25 per cent on market value. Other income included \$43,497 received as dividends on annuity policies purchased in the past by the Corporation from Teachers Insurance and Annuity Association to supplement the allowances for retired college professors provided by The Carnegie Foundation for the Advancement of Teaching.

Appropriations

For both United States and Commonwealth programs a total of \$9,922,332 was appropriated in the fiscal year 1962.

The Corporation charter was amended on February 14, 1961, to change the basis for determining the amount of income that may be used in the Commonwealth. In conformity with this amendment, the Board resolved on March 16, 1961 that, beginning October 1, 1961, the amount that may be used for the Commonwealth program each fiscal year shall be not more than 7.4 per cent of the Corporation's income from interest and dividends on securities after deducting investment service and custody fees and, further, that the Common-

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wealth program shall be charged with all properly attributable expenses.

In 1961-62, after deducting expenses of operation of \$110,000, the Commonwealth program had a balance available for appropriation of \$758,063. Of this amount, \$622,500 was appropriated during the year leaving a balance of \$135,563 which may be spent in future years.

A comparative statement of income and expenses and appropriations for 1960-61 and 1961-62 appears on page 88.

OPINION OF INDEPENDENT ACCOUNTANTS

TO THE BOARD OF TRUSTEES OF
CARNEGIE CORPORATION OF NEW YORK

We have examined the balance sheet of Carnegie Corporation of New York as of September 30, 1962 and the related statements of income, expenses and appropriations for the year then ended and other supporting schedules. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of cash and securities owned at September 30, 1962 by correspondence with depositaries.

The attached financial statements have been prepared on the accrual basis except that dividend and interest income on securities and administration expenses, including expenditures for furniture and equipment, are reported on the cash basis of accounting. However, if the latter items were stated on the accrual basis of accounting, the effect on net income of the corporation would not be material.

In our opinion, the accompanying statements present fairly, on the basis indicated above which is consistent with that of the preceding year, the financial position of Carnegie Corporation of New York at September 30, 1962, and its income, expenses and appropriations for the year then ended.

New York, N. Y.
October 29, 1962

PRICE WATERHOUSE & CO.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT I

B A L A N C E S H E E T

September 30, 1962

Funds, Reserves, and Liabilities

Capital Fund				
Endowment			\$125,000,000	
Legacies			10,336,869	
Capital gains (NOTE 2)				
Balance at beginning of year		\$72,477,568		
Add: Profit on sale of securities		6,514,050		
Profit on recovery of reversionary interests		<u>1,542</u>		
Balance at end of year			<u>78,993,160</u>	
				\$214,330,029
Reserve for pensions, Carnegie Foundation				935,001
		<i>Commonwealth</i>	<i>United States</i>	
Appropriations authorized				
Current—Payable from income received prior to September 30, 1962	\$493,390	\$11,898,351	\$12,391,741	
Deferred—Payable from income of the fiscal years ending				
September 30, 1963		\$525,000		
September 30, 1964		<u>400,000</u>		
		\$925,000	<u>925,000</u>	
Totals (see page 75)	<u>\$493,390</u>	<u>\$12,823,351</u>		13,316,741
Appropriations in excess of income to date Payable out of future income (EXHIBIT II)				461,557
				<u>\$228,120,214</u>

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT II

*Comparative Statement of Income, Expenses and Appropriations
and Appropriations Payable Out of Future Income*

	<i>Year ended September 30</i>		(+) Increase
	<u>1962</u>	<u>1961</u>	(-) Decrease
Income			
Dividends and interest on securities (SCHEDULE A)	\$11,315,014	\$10,926,954	+\$388,060
Other income*	45,923	49,604	- 3,681
	<u>\$11,360,937</u>	<u>\$10,976,558</u>	<u>+\$384,379</u>
Less: Investment service and custody fee	95,880	92,959	+ 2,921
	<u>\$11,265,057</u>	<u>\$10,883,599</u>	<u>+\$381,458</u>
Application of income			
Administrative expenses (SCHEDULE B)	756,088	752,408	+ 3,680
Net income	<u>\$10,508,969</u>	<u>\$10,131,191</u>	<u>+\$377,778</u>
Professors' annuities			
Transfer to pension reserves		\$550,199	-\$550,199
Premium payments	\$16,852		+ 16,852
	<u>\$16,852</u>	<u>\$550,199</u>	<u>-\$533,347</u>
Income available for appropriation	<u>\$10,492,117</u>	<u>\$9,580,992</u>	<u>+\$911,125</u>
Appropriations			
Authorized during current year (see page 75)	\$9,922,332	\$9,493,425	+\$428,907
Authorized during prior years	548,000	148,000	+ 400,000
	<u>\$10,470,332</u>	<u>\$9,641,425</u>	<u>+\$828,907</u>
Less: Refunded or not needed	97,375	115,808	- 18,433
Net funds appropriated	<u>\$10,372,957</u>	<u>\$9,525,617</u>	<u>+\$847,340</u>
Excess of income over appropriations for the year	\$119,160	\$55,375	+ \$63,785
Balance, unappropriated income beginning of fiscal year	<u>216,416</u>	<u>161,041</u>	<u>+ 55,375</u>
Balance, unappropriated income end of fiscal year	\$335,576	\$216,416	+\$119,160
Add: Transfer of balance in professors' annuities reserve, no longer required	127,867		+ 127,867
	<u>\$463,443</u>	<u>\$216,416</u>	<u>+\$247,027</u>
Deduct: Appropriations authorized payable out of future income (SEE EXHIBIT I)	925,000	1,473,000	- 548,000
Appropriations in excess of income to date Payable out of future income	<u>\$461,557</u>	<u>\$1,256,584</u>	<u>-\$795,027</u>

* See page 84.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

SCHEDULE A

Summary of Securities Held

September 30, 1962

and Income for the Year

	<i>Book Amount</i>	<i>Approximate Market Quotations</i>	<i>(+) Greater or (-) Less than Book</i>	<i>Income</i>
Bonds				
U. S. Government	\$26,880,143	\$27,429,045	+ \$548,902	\$1,106,117
Other	87,511,799	86,737,781	- 774,018	3,835,496
Totals	<u>\$114,391,942</u>	<u>\$114,166,826</u>	<u>- \$225,116</u>	<u>\$4,941,613</u>
Mortgages (FHA or VA)	17,047,640	17,115,926	+ 68,286	759,335
Stocks				
Preferred	4,253,425	3,827,953	- 425,472	181,105
Common	90,566,758	131,062,780	+ 40,496,022	5,432,961
Totals	<u>\$226,259,765</u>	<u>\$266,173,485</u>	<u>+ \$39,913,720</u>	
Total Income				<u>\$11,315,014</u>

Statement of Securities

As of September 30, 1962

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
U. S. Government, Treasury Notes			
5s, Ser. B, Aug. 15, 1964	\$4,500,000	\$4,500,000	\$4,658,909
4 $\frac{7}{8}$ s, Ser. C, Nov. 15, 1963-4	8,180,000	8,268,044	8,417,411
Treasury Bills			
Oct. 4, 1962	1,243,000	1,239,721	1,239,721
Nov. 8, 1962	350,000	348,920	348,920
Nov. 15, 1962	320,000	317,683	317,683
Federal Land Banks			
4 $\frac{5}{8}$ s, July 15, 1969	250,000	252,852	260,000
4 $\frac{3}{8}$ s, March 20, 1969	1,210,000	1,197,297	1,243,275
4 $\frac{1}{4}$ s, July 20, 1966	1,500,000	1,500,000	1,526,250
4 $\frac{1}{4}$ s, March 20, 1968	1,500,000	1,493,438	1,526,250
3 $\frac{7}{8}$ s, Sept. 15, 1972	500,000	512,891	493,750
3 $\frac{5}{8}$ s, Aug. 20, 1963	500,000	501,547	502,188
Federal National Mortgage Ass'n.			
Deb. 5 $\frac{1}{8}$ s, SM-1972-A, Feb. 10, 1972	1,000,000	996,250	1,072,500
Deb. 4 $\frac{5}{8}$ s, SM-1970-A, April 10, 1970	1,000,000	1,001,250	1,035,000
Deb. 4 $\frac{1}{2}$ s, SM-1977-A, Feb. 10, 1977	1,800,000	1,876,016	1,867,500
4 $\frac{1}{8}$ s, SM-1970-B, Sept. 10, 1970	2,600,000	2,574,000	2,619,500
Federal Intermediate Credit Banks			
3.30s, Dec. 3, 1962	300,000	300,234	300,188
Totals		<u>\$26,880,143</u>	<u>\$27,429,045</u>

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Alabama Power Co., 1st 5s, April 1, 1990	\$845,000	\$839,309	\$883,025
Allied Chemical & Dye Corp., Deb. 3½s, April 1, 1978 (Registered)	1,100,000	1,089,000	1,032,625
Aluminum Co. of Canada, Ltd., S. F. Deb. 4½s, April 1, 1980	1,000,000	1,022,540	1,020,000
S. F. Deb. 3⅞s, May 1, 1970	842,000	854,630	831,475
American Can Co., Deb. 4¾s, July 15, 1990	1,000,000	1,008,000	1,045,000
American Telephone & Telegraph Co., Deb. 5s, Nov. 1, 1983	1,000,000	1,014,610	1,066,250
Deb. 4¾s, April 1, 1985	1,000,000	1,012,140	1,015,000
Deb. 3⅞s, July 1, 1990	1,000,000	1,027,500	935,000
Deb. 3¾s, Dec. 1, 1973	1,023,000	1,038,659	955,226
Deb. 2¾s, Feb. 1, 1971	1,000,000	1,007,970	903,750
Associates Investment Co., Deb. 5¼s, Aug. 1, 1977	722,000	752,685	759,003
Bethlehem Steel Corp., Cons. S. F. 2¾s, Ser. I, July 15, 1970	275,000	279,813	247,844
Carolina, Clinchfield & Ohio Ry. Co., 1st 4s, Ser. A, Sept. 1, 1965	174,000	178,475	173,565
Chicago, Burlington & Quincy R.R. Co., Conditional Sale Agreement 3¾s, Ser. B, May 1, 1967	597,368	581,956	588,407
C.I.T. Financial Corp., Deb. 4¾s, July 1, 1970	2,000,000	1,978,750	2,080,000
Deb. 3⅞s, Sept. 1, 1970	500,000	492,875	477,500
Columbia Gas System, Inc., Deb. 3⅞s, Ser. F, April 1, 1981	750,000	748,164	720,000
Consolidated Edison Co. of New York, Inc., 1st & Ref. 5¼s, Ser. Q, Dec. 1, 1989	1,000,000	995,866	1,062,500
1st & Ref. 5s, Ser. N, Oct. 1, 1987	1,000,000	1,007,770	1,051,250
1st & Ref. 4¾s, Ser. R, June 1, 1990	1,000,000	1,007,990	1,046,250
Consolidated Natural Gas Co., Deb. 5s, Feb. 1, 1985	1,000,000	1,008,875	1,041,250
Consumers Power Co., 1st 4¾s, Oct. 1, 1987	573,000	576,662	600,218
Deere & Co., Deb. 2¾s, April 1, 1965	350,000	357,000	339,500
Deere (John), Credit Co., Deb. 4⅞s, Ser. A, Oct. 31, 1985	1,000,000	990,000	1,040,000
Detroit Edison Co., Gen. & Ref. 4⅞s, Ser. P, Aug. 15, 1987 (Registered)	1,000,000	1,000,000	1,052,500
Duquesne Light Co., S. F. Deb. 5s, March 1, 2010	959,000	967,842	1,011,745

<i>Bonds</i>	<u><i>Par</i></u>	<u><i>Book Amount</i></u>	<u><i>Approximate Market Quotations</i></u>
Florida Power Corp., 1st 3 $\frac{7}{8}$ s, July 1, 1986	\$1,010,000	\$1,024,850	\$954,450
Ford Motor Co., Promissory Notes 4s, Nov. 1, 1976 (Registered)	2,399,000	2,399,000	2,339,025
Four Corners Pipe Line, Inc., Notes 5s, Sept. 1, 1982 (Registered)	889,000	889,000	937,895
General Electric Credit Corp., Deb. 4 $\frac{1}{2}$ s, Dec. 31, 1966 (Registered)	2,000,000	2,000,000	2,015,000
General Motors Acceptance Corp., Deb. 5s, March 15, 1981	775,000	771,125	817,625
Deb. 3 $\frac{5}{8}$ s, Sept. 1, 1975	600,000	594,500	564,000
Promissory Notes, Oct. 1, 1962	1,200,000	1,193,800	1,199,700
Goodrich Co., B. F. Promissory Notes 3 $\frac{1}{4}$ s, Sept. 1, 1977 (Registered)	1,425,000	1,425,000	1,264,688
Gulf States Utilities Co., 1st 4 $\frac{7}{8}$ s, July 1, 1990	1,000,000	1,008,670	1,045,000
Household Finance Corp., S. F. Deb. 2 $\frac{3}{4}$ s, July 1, 1970	425,000	427,550	383,031
Indiana Michigan Electric Co., S. F. Deb. 5 $\frac{1}{8}$ s, June 1, 1986	500,000	508,860	525,000
International Bank for Reconstruction & Development			
4 $\frac{3}{4}$ s, Nov. 1, 1980	500,000	498,263	521,250
4 $\frac{1}{2}$ s, Dec. 1, 1973	1,000,000	1,007,313	1,027,500
Deb. 4 $\frac{1}{4}$ s, May 1, 1978	1,000,000	985,000	992,500
3 $\frac{3}{4}$ s, May 15, 1968	500,000	476,797	493,750
3s, July 15, 1972	766,000	766,000	697,060
United Kingdom Gtd., 4 $\frac{3}{4}$ s (Colony of Southern Rhodesia), May 1, 1968-71 (Registered)	2,000,000	1,931,450	1,976,550
5s (Federal Power Board Rhodesia & Nyasaland) June 1, 1967 (Registered)	300,000	296,040	303,090
Dec. 1, 1967 (Registered)	200,000	197,190	202,260
5 $\frac{1}{4}$ s (Federation of Nigeria), April 1, 1967-71 (Registered)	1,500,000	1,500,000	1,527,090
International Harvester Credit Corp., Deb. 4 $\frac{5}{8}$ s, Ser. A, Nov. 1, 1979	1,000,000	995,000	1,030,000
Long Island Lighting Co., 1st 5 $\frac{1}{4}$ s, Ser. K, July 1, 1989	700,000	716,037	740,250
Louisiana Power & Light Co., 1st 5s, April 1, 1990	1,000,000	979,250	1,050,000
Louisville & Nashville R.R. Co., 1st & Ref. 3 $\frac{3}{8}$ s, Ser. I, April 1, 2003	965,000	962,875	665,850
Minnesota Mining & Manufacturing Co., S. F. Deb. 2 $\frac{3}{4}$ s, Oct. 1, 1967	257,000	258,928	245,435

Statement of Securities—*continued*

<i>Bonds</i>	<u><i>Par</i></u>	<u><i>Book Amount</i></u>	<u><i>Approximate Market Quotations</i></u>
Missouri Pacific R.R. Co., Conditional Sale Agreement 5.70s, Ser. A, Nov. 1, 1974	\$1,000,000	\$1,000,000	\$1,047,500
Montgomery Ward Credit Corp., Deb. 4 $\frac{7}{8}$ s, July 1, 1980	1,000,000	995,000	1,046,250
New York & Pennsylvania Co., Inc., 1st 3 $\frac{1}{4}$ s, Oct. 1, 1965 (Registered)	281,000	281,000	273,975
New York Steam Corp., 1st 3 $\frac{1}{2}$ s, July 1, 1963	225,000	238,781	224,438
New York Telephone Co., Ref. 4 $\frac{1}{2}$ s, Ser. J, May 15, 1991	1,000,000	991,250	1,023,750
Northern States Power Co., 1st 5s, Dec. 1, 1990	500,000	506,125	525,000
Pacific Gas & Electric Co., 1st & Ref. 3 $\frac{3}{8}$ s, Ser. Y, Dec. 1, 1987	1,000,000	1,027,500	860,000
Pacific Power & Light Co., 1st 5 $\frac{3}{4}$ s, Sept. 1, 1987	500,000	519,630	527,500
Pacific Telephone & Telegraph Co., Deb. 5 $\frac{1}{8}$ s, Feb. 1, 1993	1,000,000	1,011,980	1,058,750
Deb. 4 $\frac{3}{8}$ s, Aug. 15, 1988	1,000,000	1,025,300	1,016,250
Philadelphia Electric Co., 1st & Ref. 2 $\frac{3}{4}$ s, Nov. 1, 1967	273,000	274,883	260,033
Potomac Electric Power Co., 1st 5s, Dec. 15, 1995	1,250,000	1,260,338	1,315,625
S. F. Deb. 4 $\frac{5}{8}$ s, Feb. 15, 1982	496,000	476,160	510,880
Public Service Co. of Indiana, Inc., 1st 4 $\frac{7}{8}$ s, Ser. L, Oct. 1, 1987 (Registered)	1,000,000	1,000,000	1,040,000
1st 3 $\frac{1}{8}$ s, Ser. F, Sept. 1, 1975	245,000	251,027	217,438
Public Service Electric & Gas Co., Deb. 4 $\frac{5}{8}$ s, March 1, 1977	493,000	478,210	512,104
Deb. 3 $\frac{1}{2}$ s, Oct. 1, 1975	1,000,000	1,027,500	922,500
Quebec Hydroelectric Commission, Deb. 5s, Ser. X, July 15, 1984	1,000,000	1,000,000	1,047,500
Sears, Roebuck & Co., S. F. Deb. 4 $\frac{3}{4}$ s, Aug. 1, 1983	1,500,000	1,500,000	1,567,500
Sears Roebuck Acceptance Corp., Sub. Deb. 4 $\frac{5}{8}$ s, May 1, 1977	1,400,000	1,386,000	1,431,500
Shell Caribbean Petroleum Co., 4s, Oct. 1, 1968 (Registered)	3,120,000	3,120,000	3,112,200
Simpsons-Sears Acceptance Co., Ltd., Deb. 5 $\frac{7}{8}$ s, Ser. C, Feb. 1, 1980 (Registered)	1,000,000	1,000,000	1,025,000
Southern Bell Telephone & Telegraph Co., Deb. 4s, Oct. 1, 1983	1,000,000	1,005,450	960,000
Southern Electric Generating Co., 1st 5 $\frac{1}{4}$ s, Ser. 1960, June 1, 1992	1,000,000	1,007,750	1,055,000

<i>Bonds</i>	<u><i>Par</i></u>	<u><i>Book Amount</i></u>	<u><i>Approximate Market Quotations</i></u>
Southern Pacific Co., Eq. Tr. Ctfs. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1967-71	\$1,000,000	\$1,007,684	\$965,580
Southern Ry. Co., 1st Cons. 5s, July 1, 1994	1,000,000	1,333,176	1,050,000
Standard Oil Co. (New Jersey), Deb. 2 $\frac{3}{4}$ s, July 15, 1974	850,000	854,250	735,250
Superior Oil Co., Deb. 3 $\frac{3}{4}$ s, July 1, 1981	1,000,000	1,000,000	950,000
Tennessee Gas Transmission Co., Deb. 5s, Sept. 1, 1982	1,000,000	1,012,500	1,017,500
Deb. 4 $\frac{1}{2}$ s, Jan. 1, 1977	1,000,000	1,022,701	975,000
Deb. 4 $\frac{1}{4}$ s, Sept. 1, 1974	935,000	991,147	883,575
Texas Eastern Transmission Corp., 1st 5 $\frac{5}{8}$ s, Sept. 1, 1977	439,000	448,209	456,560
1st 4 $\frac{7}{8}$ s, April 1, 1979	986,000	959,193	995,860
Texas Gas Transmission Corp., Deb. 5s, June 1, 1982	1,000,000	1,000,188	1,028,750
Tidewater Oil Co., S. F. Deb. 3 $\frac{1}{2}$ s, April 1, 1986	1,000,000	1,000,000	865,000
Triangle Facilities, Inc., Notes 4 $\frac{3}{4}$ s, Dec. 1, 1987 (Registered)	750,000	750,000	766,875
Trunkline Gas Co., 1st 3 $\frac{5}{8}$ s, Nov. 1, 1975 (Registered)	817,000	817,000	757,768
Union Carbide Corp., S. F. Notes 4 $\frac{1}{2}$ s, Dec. 31, 1996 (Registered)	2,835,616	2,835,613	2,821,438
U. S. Steel Corp., S. F. Deb. 4s, July 15, 1983	500,000	502,500	487,500
Utah Oil Refining Co., Promissory Notes 3.05s, March 1, 1970 (Registered)	800,000	800,000	752,000
Westinghouse Credit Corp., Promissory Notes, Oct. 1, 1962	800,000	797,400	799,800
West Penn Power Co., 1st 3 $\frac{1}{2}$ s, Ser. I, Jan. 1, 1966	325,000	344,775	321,750
Woolworth Co., F. W., Promissory Notes 5s, Dec. 1, 1982 (Registered)	1,000,000	1,000,000	1,030,000
Totals		<u>\$87,511,799</u>	<u>\$86,737,781</u>
Totals, Bonds		<u>\$114,391,942</u>	<u>\$114,166,826</u>

Statement of Securities—continued

<i>Mortgages</i>	<u>Par</u>	<u>Book Amount</u>	<u>Approximate Market Quotations</u>
Abilene AFB Housing, Inc., 4% Mortgage Notes, 1962-82	\$5,626,210	\$5,715,444	\$5,485,555
Instlcorp, Inc., Collateral Trust Notes			
Ser. A-16, 5.08-5%, Dec. 31, 1991 (Registered)	3,349,516	3,237,817	3,341,142
Ser. A-21, 5%, Dec. 31, 1991 (Registered)	1,767,276	1,705,413	1,767,276
Ser. A-23, 4.96%, Dec. 31, 1991 (Registered)	1,346,584	1,324,764	1,343,217
Ser. A-19, 4.94%, Dec. 31, 1991 (Registered)	2,734,093	2,643,625	2,720,423
Ser. A-25, 4.64%, Dec. 31, 1991 (Registered)	662,957	634,919	644,725
Ser. A-29, 5.25%, June 30, 1992 (Registered)	968,331	967,955	987,697
Ser. A-31, 4.5%, June 30, 1992 (Registered)	860,304	817,703	825,891
Totals, Mortgages		<u>\$17,047,640</u>	<u>\$17,115,926</u>

<i>Preferred Stocks</i>	<u>Shares</u>	<u>Book Amount</u>	<u>Approximate Market Quotations</u>
Appalachian Power Co., (cum.) 4½%	1,859	\$212,151	\$176,605
Atchison, Topeka & Santa Fe Ry. Co., (non-cum.) 5%	30,000	271,487	307,500
Carrier Corp., (cum.) 4½%	5,700	302,091	280,725
Connecticut Light & Power Co., (cum.) \$2	5,500	295,354	233,750
Dayton Power & Light Co., (cum.) "A," 3.75%	440	44,000	35,860
Monongahela Power Co., (cum.) 4.40%	2,750	306,795	247,500
New York State Electric & Gas Corp., (cum.) 3.75%	2,700	265,725	215,325
Niagara Mohawk Power Corp., (cum.) 3.90%	2,140	222,560	175,480
(cum.) 3.60%	2,300	236,555	177,100
Northern States Power Co., (cum.) \$3.60	1,130	116,108	85,033
Ohio Power Co., (cum.) 4½%	1,300	148,830	126,100
Pacific Gas & Electric Co., (cum.) 1st 5%, Redeemable	21,000	552,493	567,000
Public Service Co. of Colorado, (cum.) 4¼%	1,400	140,000	130,200
Public Service Co. of Oklahoma, (cum.) 4%	1,500	154,125	124,500
South Carolina Electric & Gas Co., (cum.) 5%	3,300	173,468	174,900
Southern California Edison Co., (cum.) 4.32%	6,200	178,350	141,050
Union Electric Co., (cum.) \$4.50	1,300	148,782	127,075
U. S. Steel Corp., (cum.) 7%	3,500	484,551	502,250
Totals, Preferred Stocks		<u>\$4,253,425</u>	<u>\$3,827,953</u>

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Aluminium, Ltd	28,000	\$966,842	\$546,000
American Can Co.	37,400	1,575,459	1,570,800
American Metal Climax, Inc.	77,300	2,798,274	2,174,063
American Natural Gas Co.	44,500	2,032,976	1,668,750
American Smelting & Refining Co.	27,100	1,671,491	1,453,238
American Telephone & Telegraph Co.	65,520	3,281,289	6,953,310
Bankers Trust Co.	27,777	687,343	1,305,519
Beneficial Finance Co.	21,450	646,919	914,306
Caterpillar Tractor Co.	62,400	361,083	1,965,600
Central & South West Corp.	53,200	761,548	2,048,200
Champion Papers Inc.	35,700	1,079,008	937,125
Chase Manhattan Bank	10,000	943,213	692,500
Chesapeake & Ohio Ry. Co.	19,300	1,340,770	885,388
Christiana Securities Co.	9,200	640,320	1,729,600
Coca-Cola Co.	13,000	852,742	1,020,500
Consolidated Edison Co. of New York, Inc.	33,300	1,630,085	2,476,688
Continental Can Co., Inc.	24,000	991,810	963,000
Continental Illinois National Bank & Trust Co. (Chicago)	6,200	633,061	790,500
Continental Oil Co.	25,000	522,282	1,237,500
Crown Zellerbach Corp.	31,900	1,160,206	1,327,838
Du Pont de Nemours & Co., E. I.	2,500	95,302	499,688
Eastern Gas & Fuel Associates	26,010	941,793	1,014,390
Eastman Kodak Co.	12,300	164,549	1,179,263
Falconbridge Nickel Mines, Ltd.	26,000	1,471,853	1,261,000
Farbenfabriken Bayer A. G., A.D.R. (50 DM shs.)	17,776	1,555,163	924,352
Firestone Tire & Rubber Co.	32,466	470,149	917,165
First National Bank of Boston	11,000	651,363	860,750
First National City Bank of New York	14,650	1,234,455	1,193,975
Florida Power & Light Co.	54,800	646,114	3,329,100
Ford Motor Co.	102,600	3,847,682	4,245,075
General Electric Co.	31,500	343,067	2,012,063
General Motors Corp.	107,250	2,889,668	5,684,250
Goodrich Co., B. F.	31,500	1,127,578	1,263,938
Goodyear Tire & Rubber Co.	38,950	718,756	1,080,863
Grant Co., W. T.	57,000	1,801,907	1,047,375
Great American Insurance Co.	15,000	960,121	720,000
Gulf Oil Corp.	53,174	819,705	1,847,797
Halliburton Co.	15,000	297,430	751,875
Home Insurance Co.	16,210	927,530	761,870
Inland Steel Co.	26,500	476,262	897,688
International Business Machines Corp.	3,113	357,413	1,100,446
International Nickel Co. of Canada, Ltd.	25,000	1,021,625	1,390,625
Island Creek Coal Co.	15,000	790,071	303,750
Kaiser Aluminum & Chemical Corp.	62,400	1,229,680	1,833,000
Kennecott Copper Corp.	20,800	944,678	1,281,800
Libbey-Owens-Ford Glass Co.	12,000	110,150	532,500
Louisiana Land & Exploration Co.	38,000	859,955	2,427,250
Monsanto Chemical Co.	15,918	406,775	650,648
Montana Power Co.	63,000	702,737	1,921,500
Munich Reinsurance			
150 DM shs.	167	282,605	163,660
50% partially paid DM 100 shs.	709	340,039	231,843
National Bank of Detroit	7,454	392,890	424,878

Statement of Securities—*continued*

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
National Gypsum Co.	22,322	\$1,040,388	\$814,753
Newmont Mining Corp.	15,605	1,147,845	842,670
Norfolk & Western Ry. Co.	20,000	1,354,071	1,745,000
Northwest Bancorporation	14,850	360,771	582,863
Pacific Gas & Electric Co.	90,000	1,247,996	2,497,500
Panhandle Eastern Pipe Line Co.	37,700	739,900	2,224,300
Phelps Dodge Corp.	59,200	2,045,150	2,671,400
Philip's Gloeilampenfabrieken (25 florin shs.)	53,032	1,568,671	2,001,958
Pittsburgh Plate Glass Co.	12,240	894,331	579,871
Public Service Electric & Gas Co.	69,700	3,004,179	4,399,813
Puget Sound Power & Light Co.	30,500	766,984	1,082,750
Revere Copper & Brass, Inc.	24,000	1,102,049	816,000
Royal Dutch Petroleum Co. (20 guilder shs.)	50,000	1,953,686	1,981,250
St. Regis Paper Co.	33,660	1,272,659	799,425
Sears, Roebuck & Co.	20,000	149,784	1,372,500
Singer Manufacturing Co.	21,000	2,147,380	2,131,500
Smith, Kline & French Labs	9,500	650,264	465,500
Socony Mobil Oil Co., Inc.	60,300	1,947,805	3,105,450
Southern California Edison Co.	46,800	675,320	1,316,250
Southern Co.	20,000	745,390	915,000
Southwestern Public Service Co.	50,000	686,997	1,431,250
Spencer Chemical Co.	20,000	575,722	495,000
Square D Co.	37,875	908,428	1,159,922
Standard Oil Co. of California	25,725	748,194	1,463,109
Standard Oil Co. (Indiana)	20,000	1,022,159	887,500
Standard Oil Co. (New Jersey)	81,213	855,323	4,182,470
Texaco, Inc.	53,060	349,825	2,851,975
Texas Gulf Sulphur Co.	40,000	994,079	495,000
Texas Utilities Co.	20,000	379,515	895,000
Travelers Insurance Co.	7,200	1,207,340	957,600
Unilever N. V. (20 florin shs.)	48,750	2,041,201	1,736,719
Union Carbide Corp.	12,000	256,842	1,056,000
Union Electric Co.	84,000	1,588,211	3,748,500
U. S. Plywood Corp.	22,980	682,513	942,180
Totals, Common Stocks		<u>\$90,566,758</u>	<u>\$131,062,780</u>

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

SCHEDULE B

Administrative Expenses

For the Year Ended September 30, 1962

Salaries	\$369,317
Employee benefits and insurance	78,519
Rent	68,080
Annual and quarterly reports	54,738
Travel	40,790
Conferences and consultations	28,443
Office equipment and maintenance	26,962
Telephone, telegraph, and postage	21,485
Pensions	16,872
Duplicating service	15,999
Office supplies and expense	13,146
Professional services	8,769
Periodicals, publications, and subscriptions	3,462
Trustee expenses	1,111
Miscellaneous	8,395
	<u>\$756,088</u>

THE CARNEGIE PHILANTHROPIES

Andrew Carnegie set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

He set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, to lessen some of the economic hazards of this profession. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, he created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of The Carnegie Foundation for the Advancement of Teaching, which shares Carnegie Corporation's offices and has the same officers.

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